A Kansas survey: Teaching writing to middle school students

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Abstract

An interest in writing practices in the state of Kansas led to a statewide survey of middle school teachers to examine key writing practices and issues. Questions focused on teacher preparation, beliefs, self-efficacy, and sense of responsibility to teach writing; use of evidence-based writing practices; the role of assessment; technology; types of writing assigned; adaptations for struggling writers, and the use of the 6+1 Trait Writing Model of Instruction & Assessment. Findings indicated that teacher preparation to teach writing during pre-service and in-service was lacking. Many teachers did indicate they were seeking professional development on their own. CCSS states writing should be occurring in most disciplines. This doesn't appear to be happening in most middle school classrooms although most teachers agree that it should be. The needs of struggling writers may not be met because teacher use of adaptations with struggling writers may be linked to their self-efficacy to teach writing, which is low. Teachers are not using 11 evidence-based practices with any frequency even though these practices have been identified to be effective. Many teachers don't believe standardized assessments play a role in classroom writing practices. Numerous teachers are assigning a variety of writing assignments and opportunities, but this seems to depend on the discipline they teach. Most teachers state that access to technology is no longer a problem, even though they are not using it for writing instruction. In addition, the 6+1 Trait Writing Model of Instruction & Assessment is never used by about one fourth of the teachers in this survey.

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Chapter I Introduction

Discovery of the Problem

The beginning of a new school year brings a flurry of excitement for parents, teachers, and students. I start to notice teacher after teacher preparing for the new school year. The year starts with several days of preparation and professional development. Many teachers are veterans, and many are novice teachers. I notice the teachers collaborating and sharing lesson ideas. As a Curriculum Facilitator, I pass through the tables and lean in to try and determine what they are discussing. We, as professional educators, do know that reading and writing are the foundational skills for a successful academic life. I wonder if all disciplinary teachers are poised to teach these skills, and as the year progresses, I start finding holes in the writing curriculum that make me wonder if this problem – holes in writing instruction – is state wide.

Thinking about writing and its influence in instruction and schools, I believe that "children learn that talk is cheap; what gets written down is important" (Olson, 2008, p. 286). Very early on children learn that writing has authority as they often question adults with "what does it say" and bedroom door signs stating "no entrance."

In early elementary grades, children are taught to read and write almost simultaneously as we know these two skills are tightly intertwined. In modern classrooms today, which are often "noisy, verbal environments, writing is (still) the predominant and official mode of communication" (Olson, 2008, p. 284), but when we think about writing, we know that the written word must be read and understood for meaning to take place. Children's literacy development is dependent on this connection between writing and reading. Without one, reading or writing, the other cannot exist. For this reason, when we discuss literacy instruction, we are

almost always talking about both reading and writing. For this study, I will focus on the writing component of literacy, but I will include reading data where pertinent.

As secondary educators, we also know that as children grow and mature in their reading and writing skills, we want them to move from learning to read and write to writing and reading to learn in the disciplines. This movement is particularly important for middle school teachers because students in these grades are the students most likely to be in early transition. This is not to say that writing instruction or reading instruction should ever cease, as I am still learning new strategies to this day to improve my own writing and reading skills. However, we know that documentation in written form is a means to revisit, consult, revise, and criticize ideas; it is a means for making thoughts and ideas real; it is thinking. It is learning. "Thinking for writing requires that one reformulate one's ideas in a number of new dimensions" (Olson, 2008, p. 286). The writer becomes conscious of language, and as writers progress and mature, they should be learning how and when to use writing. They may use writing, for example, as a memory aid, to persuade, or in numerous other capacities.

Much needs to be learned about adolescent literacy, especially in the area of writing. As educators, we know that when people can not write, read, or communicate orally according to the demands of the workplace and society, they are at risk of not being able to contribute and participate in society. In fact the National Commission on Writing found that writing skills impact promotion decisions in the work place (2004, 2005), and the ACT[1] said that the skills required for employment and higher education are now equivalent (2006). The ACT also states that approximately one third of recent high school graduates are not ready for college English Composition I, and college instructors predict at least half of students graduating from high school are not prepared for college-level writing. We also know that many teachers at the

secondary level have stated for years that they are not comfortable or knowledgeable about teaching reading or writing in the disciplines. This may be the leading factor in the lack of writing instruction across disciplines (Farrell & Cirrincione, 1984; Gray, 1925).

In order to help students reach a minimum level of proficiency in reading, No Child Left Behind (NCLB) was enacted in 2001, but this focus was so honed in on reading that writing and oral communication were left behind. The United States Department of Education (2003) provided the following statistics on writing in addition to stressing that writing is essential to career and educational success:

- "Forty-five percent of undergraduates were enrolled in remedial writing courses in 1999-2000, while thirty-five percent took a remedial reading course" (p.1).
- "Seventy-three percent of employers rate writing skills of recent high school graduates as fair or poor" (p.1).
- "An estimate was made on a recent national survey that 40 million adults had low-level literacy skills – for example, little more than the capability of signing on the line of a Social Security card" (p.1).

In order for people to achieve true literacy, reading and writing are both critical elements. Clearly, teaching writing has not had the same urgency as teaching reading; however, reports by the National Commission on Writing (2003, 2004, 2005, 2006) have determined that writing instruction should play a major role in literacy instruction. As students progress from elementary school to middle school, the nature of writing begins to change from learning to write to writing to learn, so writing as a means for students to become metacognitive learners becomes important. In the National Assessment of Educational Progress in 2002, growth in writing progress flattened

out in middle school and then continued to decline or flatten in high school (Persky, Daane, & Jin, 2003).

Interestingly, a few years ago, I found myself standing in front of 12 high school teachers as the leader of a new district literacy initiative. The district I was working for at the time wanted all secondary (middle and high school: grades 6-12) teachers to start incorporating content-area literacy strategies (reading and writing strategies) into classroom instruction. Part of the initiative was to recruit leaders from all disciplines to lead small group professional development meetings, as the district and Kansas State Department of Education (KSDE) were moving away from English Language Arts (ELA) teachers maintaining the sole responsibility for helping students with literacy development in the content. The same year this initiative started we were told that KSDE decided that Social Studies would give the multi-task writing assessment, which in past years would have been given in ELA.

The teachers in these professional development groups represented mathematics, social studies, science, technology, art, physical education, foreign language, and music; they were all from varying education levels and years of experience. Our task as leaders was to give the teachers ideas of generic literacy strategies, specifically reading and writing, they could use in their classrooms. It's a good thing they liked me because this brought a lot of tension for them and me.

As a component of the professional development, I asked the teachers to bring samples of the way they implemented literacy in their disciplines. Their samples actually *were* literacy activities even though the teachers were not clear if that were the case.

Similar to my 2015 observations with the 12 teachers, researchers Applebee, Lehr, and Auten (1981) conducted a study almost 35 years earlier examining writing in secondary schools.

They made 309 observations of writing in English, foreign language, science, math, social sciences, business education, and special education classes in two high schools. They did find that writing was occurring in all subjects about 44% of the time, but this writing did not involve composing. Writing assignments of any length were usually a means to test knowledge of specific content based on previous learning. Writing instruction was little more than the making of assignments, as well as teacher comments and corrections on work, which usually focused on grammar and mechanics. Therefore, while literacy instruction within disciplines has a long way to go, some accomplishments have been made; however, most content-area teachers are still not purposefully making decisions to teach literacy, especially writing, within their instruction.

It was my reflection on this experience with the 12 content area teachers and the eager teachers in their collaborative groups that prompted me to start talking to the secondary teachers in the district where I was subsequently employed as a curriculum facilitator. I started probing and asking informal questions about the state of classroom writing practices. The gaps or deficiencies I found in the middle school writing curriculum were alarming. First of all, a writing program had been purchased that was not tied to any other curriculum. The teachers tried to use the program but it was too time consuming and the students were not interested. Second, many of the components of the program left out key evidence-based practices. Third, the language of the program did not meet the requirements of Kansas College and Career Ready Standards (KCCRS) or allow for other disciplines to use what was being taught in ELA as a means to expand and teach writing in the other disciplines. These practices piqued my interest and pushed me to decide to research further what was happening in other districts across Kansas in middle school writing.

I began by talking informally with several middle school teachers across Kansas from a variety of disciplines, and I was told: “I use the writing process,” “ I have students write about 3-4 full length papers throughout the year which varied in length from 2-5 pages,” and the use of the 6 Trait language identified in the Kansas 15% seemed to be weak. The Kansas 15% are benchmarks the state added to the Common Core State Standards (CCSS). The combined set of standards, the CCSS and the KS 15%, in Kansas is called the Kansas College and Career Ready Standards (KCCRS). Teachers across the disciplines with whom I spoke described few common reading or writing practices. For example, I talked with an eighth grade social studies teacher who didn’t know he was supposed to have writing instruction or assignments in his class compared to another eighth grade science teacher who was teaching students how to write lab reports. In one district, a literacy initiative was in place; therefore, “middle school teachers were more mindful of writing instruction,” said one sixth grade ELA teacher, but she really didn’t know what was happening in each class.

In a book by Draper, Broomhead, Jensen, Nokes, and Siebert (2010), they state that content-area teachers are often at odds with literacy specialists because they feel the focus should be on content and not literacy, and the push towards literacy makes teachers feel that the content will become secondary to literacy. This conflict actually divides teachers instead of bringing them together to facilitate learning, and as the only person working on a Reading Specialist endorsement in the school, this put me right in the middle. I was the expert in the building, and I was trying to push teachers away from their content, or so they thought.

Historical Overview

Disciplines have unique discourses, vocabulary, and procedures for doing things experts in the field have learned over years of working in the discipline (Shanahan & Shanahan, 2008).

Some researchers have stated that their colleagues may be so embedded within their discipline that they do not realize the small nuisances that go into being able to read, write, interact, and comprehend the discipline in order to teach it to students. However, we do know that when students write about material they learn in class or read in a textbook, it enhances their learning (Langer & Applebee, 2011a). We also know that when we teach students to write their reading skills improve (Graham, Harris, & Hebert, 2011).

Content-area literacy and disciplinary literacy are two different types of literacy. Content-area literacy uses general strategies like summarizing, paraphrasing, and K-W-L that help students with general comprehension (Chauvin & Theodore, 2015). Disciplinary literacy, on the other hand, is specific to how reading and writing is used in a particular field (Chauvin & Theodore, 2015). For example, students in a history class would read, write, and speak like a historian. Therefore, it is important that teachers in the disciplines teach students how to read and write in that discipline, and they are teaching both content-area and disciplinary literacy.

In the *Report of the National Committee on Reading* (Whipple, 1925) the importance of teaching literacy in the content-areas was brought to the forefront. The idea of "every teacher a teacher of reading" should have gained a lot of ground from this report even though researchers and practitioners had been discussing reading and writing in the content areas since very early in the 20th century. The "new" thought was that general reading and writing skills were important for students to be considered satisfactory in all disciplines and should be taught by all teachers (Farrell & Cirrincione, 1984; Gray, 1925; Whipple, 1925). However, few teachers had the training to teach reading and writing skills and many teachers were unaware of their role as literacy teachers in the disciplines (Farrell & Cirrincione, 1984) even though there "was widespread agreement that writing was important and has a place in a variety of subject areas"

(Applebee, Lehr, & Auten, 1981, p. 81). Throughout the 1960's and 1970's reading researchers continued discussing reading and writing across the content, and Hal Herber (1978) who actually coined the term *content area reading* wrote one of the first textbooks for teaching reading in the content areas in 1970. Herber stated that content area teachers basically needed to teach students the content knowledge and the processes to get to that knowledge.

After the 1970s, few changes were happening in the field of literacy instruction for the middle school and high school content areas; the same goals and demands continued to be placed on secondary teachers with very little success (Farrell & Cirrincione, 1984; Stewart & O'Brien, 1989). Applebee, Lehr, and Auten (1981) stated that the first step in improving writing in secondary students was to change the situations of writing. They believed minimal change had occurred because of the widespread confusion about the role of writing in the curriculum of the disciplines. They said that writing should be serving as a tool for learning, not a means to demonstrate previously learned material.

Based on a 1975 study of attitudes by Hudson, although teachers agreed that teaching literacy in the contents was important, the main argument that teachers in the 1970's had with doing this in the content areas was that they were not adequately trained (Farrell & Cirrincione, 1984). In order to resolve the issue of training, policy makers in various states started requiring teachers to take reading courses for state certification. In 1983, Farrell and Cirrincione (1984) conducted a study to see the effects of the requirement for teaching reading and writing in the content areas. A survey was sent to the directors of every state in the U.S. who certified teachers. The "results indicated that 32 states (63%) had a reading requirement for all academic content area teachers at the secondary level; 5 states (10%) had the same requirement for ELA teachers only; 14 states (27%) had no requirement for subject area teachers" (Farrell & Cirrincione,

1984). Requiring teachers to take a college course in reading methods is one way to support teachers to assist with reading comprehension (Stewart & O'Brien, 1989), but what about writing? The content that is taught in reading methods courses is designed to prepare teachers to use generic literacy strategies in their content area (O'Brien, Stewart, & Moje, 1995; Shanahan & Shanahan, 2008). However, despite the coursework requirement, legislation, and promotional materials, very little literacy instruction was actually occurring in the secondary classrooms throughout the 20th century (Alvermann & Moore, 1991; Ratekin, Simpson, Alvermann, & Dishner, 1985).

Writing, the other component of literacy, was becoming more prevalent in the everyday lives of students (Hillocks, 1986) during the 1980s and early 1990s through texting, blogging, social media, and emailing, but with the No Child Left Behind Act (NCLB) in 2001, every child in the United States was expected to score on grade level in reading and math by 2014. This placed students, teachers, and states under tremendous pressure to meet the demands of the Act. Writing, as well as disciplines other than mathematics, was left "unattended." ELA teachers who were already the primary teachers of writing in secondary education were now tasked with preparing, testing, and re-teaching reading skills to students in order to maintain the reputation of school districts and states. Given this emphasis on reading now, writing was not a priority, even in the ELA classrooms.

This lack of priority can be seen in a study published 10 years after NCLB was enacted. In this study, researchers (Applebee & Langer, 2011b) observed writing instruction in 260 middle school and high school classes over a four-year period. They found minimal to no writing instruction and minimal to no writing occurring from students in typical middle school classrooms. Most writing instruction that did occur was happening in the ELA classrooms. Fill

in the blanks, short answer, and copying were the primary writing tasks taking place. Even though minimal writing actually took place, middle school teachers stated that they were regularly using many evidence-based writing practices. However, only 7.7% of class time was devoted to writing that extended text. Most teachers did report that they had students use a computer for research and for word processing. Not surprisingly though, out of every six teachers, five said that high stakes testing drove the curriculum and instruction in writing.

This link between writing performance assessment and writing instruction in the classroom was also examined with a 1997 study (Barry, Nielsen, Glasnapp, Poggio, & Sundbye, 1997). Almost 77% of teachers stated that since the implementation of a state writing test the time spent on writing had "greatly" or "somewhat increased." In addition, the researchers found that the assessment process informed teachers about writing instruction and that the "closer the assessment was to classroom activities, the more confident and positive teachers felt about teaching writing. The assessment and instructional practices are, indeed, closely linked" (p.24).

In addition to high stakes reading tests wreaking havoc on the writing curriculum, content methods textbooks were sending confusing messages. Although the teachers in each discipline have the right and responsibility to decide what knowledge is taught in their classroom, textbooks are still influencing teacher choices as they are promoted as being written by experts in the discipline. "Because textbooks frequently serve as the embodiment of the curriculum, they help to define what students will be held responsible for" (Olson, 2008, p. 288).

In a 2002 (Draper) qualitative study, a researcher examined methods textbooks from various disciplines to determine the quality of the literacy messages that were being portrayed to disciplinary area teachers. For the study, three textbooks were selected from each of the following contents: mathematics, science, and social studies. The textbooks were selected based

on reviews by methods instructors and by information regarding comparative sales rankings from Amazon.com. The messages in the textbooks were coded according to whether they were relaying a message related to "reading to learn," "writing to learn," "writing to assess," or "general methods." In short, the results showed that no consistency could be seen across disciplines in literacy messages. For example, the amount of literacy detail varied across texts and contents, discussion of content literacy varied within each text, some texts provided rationales for certain literacy activities but many others did not. Many authors provided a step-by-step description of a literacy activity but others did not. Authors gave inconsistent definitions of reading and varied descriptions of the reading process. Only five of the nine textbook authors emphasized that reading was a pre-requisite skill for content-area learning (Draper, 2002). This data showed what content educators or publishers deemed important to tell teachers or to include in teaching materials. The authors of the textbooks didn't include many activities to develop students' literacy skills, and the material that was present was inconsistent. Even though the textbook authors, most of whom were content educators, did seem to care about reading and writing, it was not described in meaningful ways, and it was often portrayed in the textbooks as less valuable than other methods of instruction (Draper, 2002).

About six years later, Siebert and Draper (2008) conducted a study that looked at content-area literacy messages for mathematics specifically, and they came to very similar conclusions as the study Draper conducted in 2002. Literacy messages in textbooks were not addressing the specific reading and writing procedures that are specific to learning a certain discipline. Therefore, the messages that are present are often ignored by educators (Siebert and Draper, 2008). In fact, the researchers also noted that the content textbooks often suggested using practices that experts in the field have not found useful. For example, using keywords to solve

math word problems or using word walls in math without explicitly stating the differences between the mathematics terms and English usage served no purpose. Therefore, in the six years between the two studies conducted by Draper (2002) and Siebert and Draper (2008) literacy messages in textbooks remained fairly static. While many attempts have been made to address literacy in the content areas, secondary educators and pre-service educators were still falling short.

In another attempt to address the need for reading and writing across the disciplines, the Common Core State Standards (CCSS, 2010) were developed. These standards provide benchmarks that describe a variety of skills and writing applications that students are expected to master at each grade. The CCSS also describes writing benchmarks throughout the disciplines. To expand the CCSS, Kansas added several benchmarks, which are called the "Kansas 15%," and named the state standards the Kansas College and Career Ready Standards (KCCRS).

The KCCRS have been in place across Kansas' school districts for about five years now. Also, in 2015, President Obama reauthorized the 1965 Elementary and Secondary Education Act (ESEA) by signing the Every Student Succeeds Act (ESSA) into law. SEC. 2221 directly states requirements for a comprehensive literacy education for all students, which includes reading and writing in all content areas and explicit instruction in writing, as well as instruction in other areas of literacy. It is unclear how teachers have responded. It is my intention through this study to gain a picture of writing in the middle school classrooms.

In the past, many secondary educators have addressed the charge of literacy in the content-area or "every teacher a teacher of reading" by merely jumping through hoops held up by professors or administrators to ultimately teach the disciplinary content. In fact, the beliefs held by content-area teachers that have been identified over the last century in regards to literacy

include the belief that the teaching of literacy is someone else's responsibility, that they are not properly trained to teach literacy, and that they don't have the time to teach literacy, as well as teach their content (Alvermann & Moore, 1991; Draper, 2002; Farrell & Cirrincione, 1984; O'Brien, Stewart, & Moje, 1995; Shanahan & Shanahan, 2008; Siebert & Draper, 2008). With the full implementation of the KCCRS and the authorization of the ESSA, I hope to see that teachers are addressing the literacy standards with more zeal than in previous years.

Statement of the Problem

After having been immersed in the field myself for over 15 years, and taking numerous hours of graduate courses, I realized that I didn't really know what was happening across the state of Kansas in regard to writing instruction. Therefore, I researched further and came across a 2014 national survey that focused on the instructional practices of middle school teachers (Graham, Capizzi, Harris, Hebert, & Morphy). The purpose of this survey was to look at specific techniques middle school teachers used to teach writing. The researchers (Graham et al., 2014) noted that very little research existed about current writing practices in the middle schools. This dearth of research drove them to read, research, develop, and conduct a survey. However, their survey did not provide specifics about writing practices by state and provided no information about the state of Kansas. Since Dr. Applebee and Dr. Graham and their teams represent the gold standard in writing research, I relied on their extensive expertise to serve as a model for my own research.

Arthur N. Applebee was a Distinguished Professor in the School of Education at the University at Albany. He joined the University of Albany in 1987 as part of the SUNY-wide Graduate Research Initiative. He was the Director of the Center on English Learning and Achievement, as well as the Chair of the Department of Educational Theory & Practice. He had

degrees from Yale, Harvard, and the University of London. His work focused on the specialized forms of language required for school, life, and work success. He advised at international, national, state, and local levels on approaches to literacy education. He wrote 24 books and over 100 journal articles and other publications. In addition, he received in excess of $27 million in external funding over the course of his career.

Steve Graham is the Warner Professor in the Division of Leadership and Innovation in the Mary Lou Fulton Teachers College at Arizona State University. He has been studying writing development for over 30 years. He has been the editor for numerous journals, co-authored multiple handbooks of writing, and authored three Carnegie Corporation reports. He is currently the editor for the Journal of Educational Psychology. He has received numerous awards and distinctions for his contributions to the field, especially in the area of writing achievement.

Therefore, given their specialized knowledge, I used the key components of the Graham et al. (2014) survey and expanded on it to fit potential struggles occurring in Kansas. The Graham et al. (2014) survey itself was expanded from a previous survey (Applebee & Langer, 2011b). The necessity to continually examine secondary writing instruction is apparent given the lack of focus on writing.

As educators, we know that attempts were made to address reading and writing in the content since the early 20th century. However, with NCLB we also know that a strong emphasis was placed on reading and mathematics to the neglect of writing. Now with the implementation of CCSS and thus the Kansas College and Career Ready Standards (KCCRS), which were adapted from the CCSS and inclusion of the Kansas 15%, writing is in the forefront of instruction throughout the disciplines.

Research Questions

Because of the lack of data and current emphasis on writing, my study focused on this important component of literacy. I surveyed ELA, social studies, science, mathematics, and elective (e.g., art, music, PE) middle school teachers (grades 6-8) across the state of Kansas to determine the following: (a) teachers' level of preparation to teach writing, (b) their beliefs about responsibilities to teach writing, (c) use of evidence-based practices to teach writing, (d) use of technology, (e) adaptations for struggling writers, (f) use of the 6 Trait Model of writing, and (g) the types of multi-modal texts which they are asking students to create. I framed the body of my research by using the same questions that Graham et al. (2014) used plus additional demographic questions and an additional three questions to obtain a picture of middle school writing specifically in Kansas.

The research questions Graham et al. (2014) posed were:

1. Are middle school teachers prepared to teach writing?
2. Whose responsibility is it to teach writing?
3. What evidence-based writing practices do teachers apply?
4. What role does assessment play in instructional practices?
5. How is technology used to support/teach writing?
6. What types of writing do teachers assign?
7. What adaptations do teachers make for less skilled writers?
8. Do teacher preparation, self-efficacy, and beliefs about the importance of writing predict teachers' use of evidence-based practices and adaptations for struggling writers?

The research questions I posed to the middle school teachers in Kansas were:

1) Are middle school teachers in Kansas prepared to teach writing?
    a) Survey items 12-15 examine this question.

2) Whose responsibility is it to teach writing in middle school?
    a) Survey items 25-28 and 46 examine this question.
3) What evidence-based writing practices do middle school teachers in Kansas apply?
    a) Survey items 32 (a-j) – 35 examine this question.
4) What role does assessment play in instructional practices in writing in Kansas' middle schools?
    a) Survey items 32 (k-n), 54-55, and 59 examine this question.
5) How is technology used to support/teach writing in Kansas' middle schools?
    a) Survey items 36-38 examine this question.
6) What types of writing do middle school teachers in Kansas assign?
    a) Survey items 40 and 41 examine this question.
7) What adaptations do teachers in Kansas make for less skilled writers in middle school?
    a) Survey items 43, 44 and 50-53 examine this question?
8) What are the beliefs and self-efficacy of Kansas' teachers with writing?
    a) Survey items 46-59 examine this question.
9) Is the 6 Trait / 6+1 Trait Writing Model of Instruction & Assessment being implemented as the main model of writing in the state of Kansas in middle schools?
    a) Survey items 60 and 61 examine this question.
10) Do Kansas's middle school teachers have students create technical, non-print, digital, and multi-modal texts of varying text types?
    a) Survey items 40 and 41 examine this question.
11) How do Kansas' middle school teachers compare to the national study of equivalent teachers?

Looking at Kansas Statistics

Since the primary purpose of this study was to capture a more complete picture of writing practices in middle school in the state of Kansas, it was important to look at the data that already exists. The following tables include data collected by various organizations on writing in Kansas.

The National Assessment of Educational Progress (NAEP) assesses writing in the areas of narrative, informative, and persuasive writing. The NAEP scale ranges from 0 to 300. The following figure, taken from the NAEP website defines the writing achievement levels used to assess student writing in 2002 and 2007.

Figure 1.1
NAEP's definition of Writing Achievement Levels

***Basic* (120)**	Eighth-grade students writing at the *Basic* level should be able to address the tasks appropriately and mostly accomplish their communicative purposes. Their texts should be coherent and effectively structured. Many of the ideas in their texts should be developed effectively. Supporting details and examples should be relevant to the main ideas they support. Voice should align with the topic, purpose, and audience. Texts should include appropriately varied uses of simple, compound, and complex sentences. Words and phrases should be relevant to the topics, purposes, and audiences. Knowledge of spelling, grammar, usage, capitalization, and punctuation should be made evident; however, there may be some errors in the texts that impede meaning.
***Proficient* (173)**	Eighth-grade students writing at the *Proficient* level should be able to develop responses that clearly accomplish their communicative purposes. Their texts should be coherent and well structured, and they should include appropriate connections and transitions. Most of the ideas in the texts should be developed logically, coherently, and effectively. Supporting details and examples should be relevant to the main ideas they support, and contribute to overall communicative effectiveness. Voice should be relevant to the tasks and support communicative effectiveness. Texts should include a variety of simple, compound, and complex sentence types combined effectively. Words and phrases should be chosen thoughtfully and used in ways that contribute to communicative effectiveness. Solid knowledge of spelling, grammar, usage, capitalization, and punctuation should be evident throughout the texts. There may be some errors, but these errors should not impede meaning.
***Advanced* (211)**	Eighth-grade students writing at the *Advanced* level should be able to construct skillful responses that accomplish their communicative purposes effectively. Their texts should be coherent and well structured throughout, and they should include effective connections and transitions. Ideas in the texts should be developed logically, coherently, and effectively. Supporting details and examples should skillfully and effectively support and extend the main ideas in the texts. Voice should be distinct and enhance communicative effectiveness. Texts should include a well-chosen variety of sentence types, and the sentence structure variations should enhance communicative effectiveness. Words and phrases should be chosen strategically, with precision, and in ways that enhance communicative effectiveness. An extensive knowledge of spelling, grammar, usage, capitalization, and punctuation should be evident throughout the texts. Appropriate use of these features should enhance communicative effectiveness. There may be a few errors, but these errors should not impede meaning.

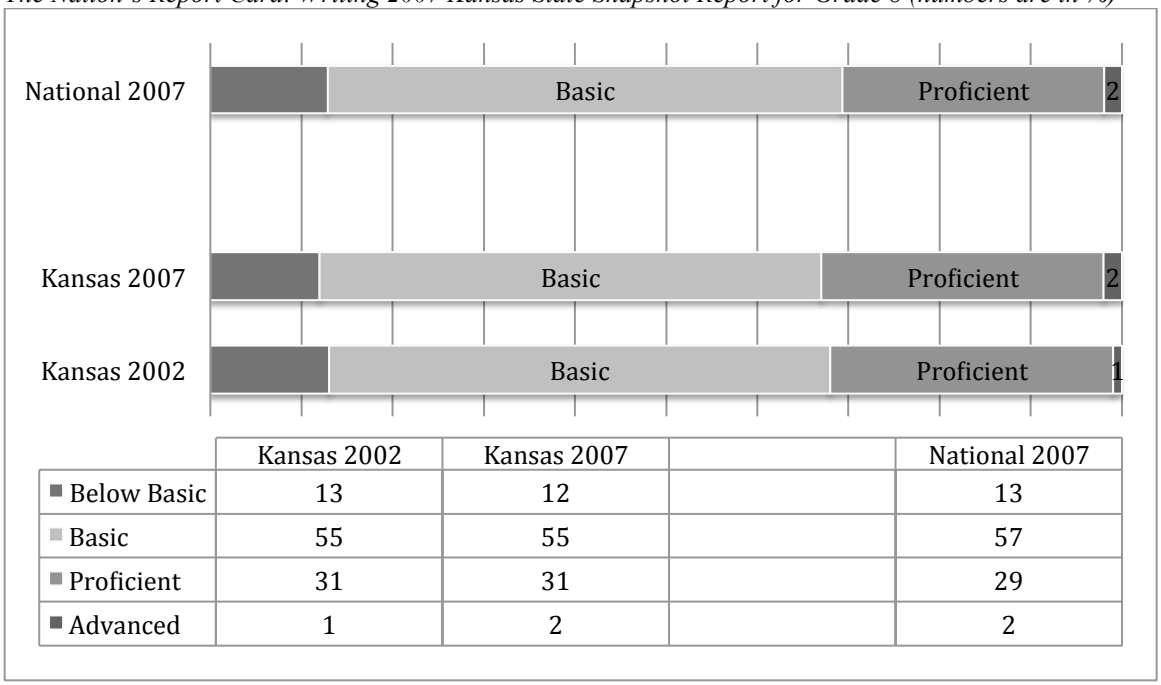
Note. All information on the U.S. Department of Education's NCES website at http://nces.ed.gov is in the public domain and may be reproduced, published, linked to, or otherwise used without NCES' permission. Retrieved January 2017.

Identified in the following table, Kansas' eighth grade students are doing about the same as students nationally. In the writing category "below basic," Kansas' students decreased by 1% from 2002 to 2007, but remained within 1% from students nationally. In the "basic" category, Kansas' students remained static from 2002 to 2007, which was 2% below the national percentage of students. Again in the "proficient" category, Kansas' students remained static in writing with no change from 2002 to 2007. However, Kansas had slightly more (2%) students in this category than the national average. In the "advanced" category, Kansas' students gained 1% of students between 2002 and 2007 to reach the national average at 2%.

We would hope for a normal distribution, but we, as a state and a nation, have a negatively skewed distribution on a bell curve, which means students need to be working on writing skills. The skewed bell curve has remained fairly static for Kansas and our nation since 2002. Not only does this mean that our students are not writing well, but we are also not making progress.

Table 1.1

The Nation's Report Card: Writing 2007 Kansas State Snapshot Report for Grade 8 (numbers are in %)



	Kansas 2002	Kansas 2007		National 2007
Below Basic	13	12		13
Basic	55	55		57
Proficient	31	31		29
Advanced	1	2		2

Adapted from the National Assessment of Education Progress data. Note: Grade 8 writing achievement levels correspond to the following scale points: *Below Basic*, 113 or lower; *Basic* 114-172; *Proficient*, 173-223; *Advanced*, 224 or above.

Middle school writing also sets the stage for high school writing; therefore, the following ACT writing scores are also included as part of the complete picture even though many students do not take the writing portion of the ACT. One limitation of the ACT writing report is that students taking the writing portion are more likely to be college bound than students not taking the ACT writing portion. However, we do know that writing in the work force is required of blue-collar workers as well as white-collar workers, so even though most Kansas secondary schools do not require an assessment of writing upon completion of high school, writing is still pertinent to future job skills for 80-90% of students (National Commission on Writing, 2005).

Table 1.2 presents 2014 ACT average writing scores for Kansas students and students nation-wide. Kansas students in most cases are doing slightly better than students nationally.

However, it should be noted that the exam is based on a 12-point scale (Figure 1.2). The percentiles for the 12-point scale were as follows (the scale changed after September 2015):

Figure 1.2
Kansas ACT Percentile Ranking on the 12-Point Writing Scale

12-top 1% of test-takers
11-top 1% of test-takers
10-top 1% of test-takers
9-top 5% of test-takers
8-top 13% of test-takers
7-top 49% of test-takers
6-bottom 39% of test-takers
5-bottom 14% of test-takers
4-bottom 9% of test-takers
3-bottom 4% of test-takers
2-bottom 2% of test-takers

Overall, we can see a more normal distribution of the average scores than on the NAEP; however, there are two things to remember: (a) these are often *only* our top, college bound students, and (b) our top, college bound students in Kansas and nationally in 2014 are only ranking in the 49% of test-takers with a score of 7.3 and 7.1, respectively. Interestingly, the ACT did not even offer a writing component until 2004-2005. However, the national ACT writing score averages in 2006 and 2007 were 7.7 and 7.6, respectively (same 12 pt. score ranges as above). The national average writing score has slightly declined from 2006 to 2014 from 7.7 to 7.1, as well as the Kansas average writing score which was 7.7 in 2007 and in 2014 was 7.3.

Table 1.2
ACT 2014 Kansas Writing Score Report

ACT PROFILE REPORT - State: SECTION V, OPTIONAL WRITING TEST RESULTS — PAGE 30
Graduating Class 2014 — Code 179999
Total Students in Report: 23,924 — Kansas

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	**3,180**	**976,031**	**25.3**	**21.3**	**7.3**	**7.1**	**23.7**	**20.6**
Black/African American	156	114,263	20.1	16.4	6.8	6.3	19.5	16.3
American Indian/Alaska Native	19	6,408	23.1	16.8	7.4	6.2	22.2	16.5
White	2,158	520,054	26.0	23.1	7.4	7.3	24.3	22.1
Hispanic/Latino	307	167,575	21.5	18.5	7.0	6.9	20.6	18.4
Asian	209	61,663	27.2	23.7	7.8	7.7	25.5	22.9
Native Hawaiian/Other Pac. Isl.	4	3,742	22.0	17.7	6.3	6.6	20.3	17.6
Two or more races	166	39,565	24.7	21.4	7.4	7.1	23.4	20.7
Prefer not/No Response	161	62,761	25.8	21.6	7.2	7.1	24.0	20.9
Males	1,427	438,500	25.1	21.1	7.1	6.9	23.4	20.2
Females	1,753	530,240	25.4	21.6	7.5	7.3	24.0	21.1
Missing	0	7,291	.	16.0	.	5.9	.	15.7

Note. Table 1.2 is copied and retrieved from http://www.act.org/content/dam/act/unsecured/documents/Natl-Scores-2014-Kansas.pdf.

Conceptual Framework

This study will be viewed through the lens of educational change theory (Richardson & Placier, 2001). Two approaches to change have been described (Richardson & Placier, 2001): Empirical-rational change, which is the top down mandated approach that has been in place over the last century due to high stakes testing and other government mandates, and normative-reeducative change, which is a bottom up approach.

Characteristics of Empirical-rational and Normative-reeducative-

- Empirical-rational – change is determined by policy-makers and administrators, teachers are told to implement change, and teachers are blamed when success isn't achieved.
- Normative-reeducative – change originates with teachers, teachers change based on deep reflection of beliefs and practices, and dialogue is critical between teachers.

Strategies that combine a top down and bottom up theory to change are more likely to succeed (Fullan, 1994) because direction, incentives, and networking can be utilized, while also giving teachers the capacity to learn, create, and respond to the overall direction.

In order for teachers to change instruction, they must have evidence of positive learning outcomes from their students (Guskey, 1986). It is often thought that the beliefs, attitudes, and perceptions or "teacher buy-in" must occur before real change will take place. However, Guskey (1986) offers an alternative order. This still follows the top down bottom up approach, but teachers' beliefs and attitudes change only after and are contingent upon evidence of change in student learning. "The point is that evidence of improvement (positive change) in the learning outcomes of students generally precedes and may be a prerequisite to significant change in the beliefs and attitudes of most teachers" (Guskey, 1986, p. 7). This may be why we see veteran teachers determining what to teach based on previous experiences in the classroom. While the process of teacher change is complex, it is somewhat orderly and predictable.

Implications

As experts in the field of writing research, Graham, Applebee, and their teams laid the groundwork for my research. I am extending the work of these researchers in order to examine practices and factors specific to the state of Kansas. The results from this survey may be able to provide Kansas teacher educators, policy makers, and middle school teachers with a complete picture of what is happening with writing practices across the state. As noted in the Graham et al. (2014) study, this is a picture that is currently not available.

We do know that policies and initiatives have been put in place over the last century to increase literacy in all disciplines, but those have been met with mediocre results with mixed messages from textbook companies to teachers describing their inability to teach literacy skills. Now that CCSS, and in the case of Kansas the KCCRS, are in place will we begin to see movement in the disciplines? Teachers in the disciplines have more freedom and options now

than ever before because the standards are broader. The top down approach to change with the implementation of high stakes testing and the NCLB is over.

Disciplinary teachers have broader standards in the KCCRS. This combined with recent technology advancements and a focus on personalized learning and differentiation may afford teachers the opportunity for bottom up change to occur. Therefore, the time is ripe for a combined bottom up and top down approach to occur simultaneously, which means change may be more likely to succeed (Fullan, 1994). In addition, teachers have access to evidence-based writing practices, so when they begin implementation of writing instruction, there is potential for immediate success. This in turn should lead to a change in teacher beliefs and attitudes and a higher level of self-efficacy. Optimistically, we could be looking at a full cycle of change.

This study has the potential to offer teacher educators and school districts a more complete picture and possibly a prescription of pre-service and in-service needs regarding middle school writing in ELA, science, and social studies. It will also give KSDE an understanding of the work of ELA, science, and social studies middle school teachers in Kansas compared to the work of teachers in those same areas at the national level.

Organization of the Dissertation

After the Chapter I Introductory chapter, which states and positions the problem in context, Chapter II provides a review of the literature on each research question. Chapter III describes the methodology and how the survey was conducted and how the participants were selected. In Chapter IV, the results are detailed, and in Chapter V, the results are summarized, evaluated, and interpreted according to the research questions. Limitations are also discussed here.

Chapter II Literature Review

The purpose of this literature review is to provide a context for and explicate the need for the survey items.

Preparation to Teach Writing & Responsibility to Teach Writing

This section addresses the following research questions: 1. Are middle school teachers prepared to teach writing? 2. Whose responsibility is it to teach writing?

According to the National Research Council (2010), subject-matter teacher preparation programs over the past 40 years in the United States have varied so that it is nearly impossible to construct a complete picture of what is happening. Not only do the programs vary widely (traditional, non-traditional, test only, degree only, etc.), but the variability from program to program in course requirements, level of the courses, and rigor of the coursework also differ. Even within programs, the National Research Council (NRC) found that some aligned and some did not, so documenting what is actually happening is challenging. Therefore, when asked what a prescriptive program for an effective teacher contains, higher education leaders really have no answer. In fact, this is a question plaguing most countries today.

The Conference Board of the Mathematical Sciences conducts a survey every five years in an attempt to understand what is happening in the preparation of mathematics teachers. In 2005, they found that for a traditional K-8 certification in math 4% of programs required no math courses, 26% required one math course, 37% required 2 math courses, and 22% required 3 math courses. Even the required courses varied from college algebra to pre-calculus to finite math and so on. Non-traditional programs faired even worse because they often didn't have the same number and quality of faculty as traditional programs. The "dearth of information on the qualifications of teacher educators is troubling" (NRC, 2010, p. 54); however, New York

(according to the NRC) does have limited evidence that the number of tenured faculty may actually be related to student achievement. Also, a study conducted in 2007 (Clotfelter, Ladd, & Vigdor) determined that the quality of a teachers' undergraduate institution was predictive of their students' achievement. The NRC says, "little empirical research [exists] to demonstrate that teachers who have been taught particular knowledge and skills have students who learn better than others" (2010, p. 93), but Clotfelter, Ladd, and Vigdor (2007) argue that there is a strong reason to believe that knowledge and skills of teachers do make a difference in their instruction.

The NRC concedes that high school students taught by teachers who majored in some other field do not do as well as teachers with a major in the field. Two reasons for this may be because teachers with less content knowledge are less confident (Sanders, Borko, & Lockard, 1993), and more demanding questions may be asked of teachers with greater content knowledge (Davis, Petish, & Smithey, 2006) leading to a more effective practice. Several studies conducted within the last 30 years showed a positive relationship between coursework taken and achievement of students.

In 1983, a meta-analysis was conducted where a positive relationship between students' achievement and an increased amount of coursework taken by their teachers was found (Druva & Anderson). To corroborate this, ten years later a researcher (Monk, 1994) used the data from the Longitudinal Survey of American Youth to examine the effects of course work on teacher effectiveness. The researcher found that students whose teachers had taken more mathematics courses out-performed other students on mathematics achievement tests. In fact, he found courses that address mathematics teaching methods showed an even stronger benefit to student achievement. He did find that the effects of subject matter knowledge did seem to be greater for

secondary students, but that it was difficult to pinpoint an optimal number of courses the teacher should take.

In 2001, researchers (Ball, Lubienski, & Mewborn) conducted a longitudinal study of schools engaged in reform. They were able to link 1st grade and 3rd grade teachers' self-reported responses of professional knowledge to students scores on the TerraNova assessment. The results showed a significant relationship between the teachers' professional knowledge and the students' gains.

According to this information, if an adequate teacher preparation program can't be described, given the backseat writing has taken, we definitely do not know what will make a good writing teacher within a discipline. With no clear evidence that preparation improves teacher effectiveness or how it should be carried out for disciplinary teachers, it is no wonder that these teachers are unclear about teaching writing. As mentioned earlier, 32 states (63%) had a reading requirement for all academic content area teachers at the secondary level; 5 states (10%) had the same requirement for ELA teachers only; 14 states (27%) had no requirement for subject area teachers" (Farrell & Cirrincione, 1984). Even in preparation manuals for disciplinary teachers, such as *The Mathematical Education of Teachers*, reading is minimally addressed let alone writing. Requiring teachers to take a college course in reading methods is one way to support disciplinary teachers to assist with reading comprehension, but again, what about writing? According to the NRC's section on preparing reading teachers, it is plausible that the preparation of writing in the disciplines along with evidence-based strategies would improve a teacher's practice to benefit learning outcomes in students.

While many teachers agree that it is important for every teacher to teach literacy (Farrell & Cirrincione, 1984; Gray, 1925; Whipple, 1925) and it is written into the CCSS as a

requirement, it appears our educational institutions (NRC, 2010), along with textbook messages (Draper, 2002, 2008), are not following suit. Therefore, this does send a confusing message as to whose responsibility it is to teach writing when ELA pre-service teachers seem to be the only discipline receiving training. This, ironically, has been the argument of disciplinary teachers for over 50 years (Farrell & Cirrincione, 1984; Gray, 1952).

In 2000 (Grossman, et al.), researchers conducted a longitudinal study following 10 beginning ELA teachers from their last year of pre-service to three years into their teaching. These teachers were taught a set of pedagogical and conceptual tools for teaching writing, and the researchers observed the teachers teaching writing in their classes well into their third year of practice. The researchers also noted, "although few teachers directly attributed their (the teachers) understanding to teacher education, we (the researchers) were able to map the development of these concepts back to coursework" (Grossman, et al., 2000, p. 651). Given this information, "teacher education can play an important role in helping pre-service teachers construct a set of tools for teaching writing" (Grossman, et al., 2000, p. 658).

Evidence-based Writing Practices and Adaptations for Less Skilled Writers

This section addresses the following research questions: 3. What evidence-based writing practices do teachers apply? 7. What adaptations do teachers make for less skilled writers?

The traditional process oriented approach to writing instruction is what is primarily used as writing instruction today and many states have identified this for their curricular standards (Patthey-Chavez, Matsummura, & Valdez, 2004). Prior to this, in the early 1800 to about the 1970s, writing instruction was based on the reading of classical texts and essays and then attempting to write similar essays or texts using rhetorical strategies. References to a "writing process" were made as early as the 1940s (Day, 1947). Individuals involved in the National

Writing Project explained that writing is a process that must be taught intentionally and systematically, even though it does not specify any single way to teach writing, and one single approach will not work for all writers. However, in attempting to provide teachers with more guidance, Graham and Perin (2007) conducted a meta-analysis on writing research that occurred prior to May 2005. They found 123 documents that could be included in the analysis, and they were able to identify eleven strategies that teachers could implement in writing instruction to actually improve the writing of middle and high school students.

A meta-analysis allows researchers to view large bodies of research and to calculate effect sizes, which report the average difference between a type of instruction and a comparison condition. The following are the strength guidelines of the effect size that are generally accepted to put the strategies into a context of effectiveness. These researchers (Graham & Perin, 2007) did note that further study was needed to establish the exact range of effect sizes for writing strategies identified in their research because any number of factors could hinder the writing progress of students. The generally accepted effect sizes are .20 = small/mild effect, .50 = medium/moderate effect, and .80 = large/strong effect.

The eleven evidence-based strategies with effect sizes are:

1. Writing Strategies (Effect Size = .82) – systematically and explicitly teaching steps for planning, revising, and editing; it may include generic processes, such as collaborating or teaching specific strategies for highly focused, specific tasks, such as persuasive writing
2. Summarization (Effect Size= .82) – systematically and explicitly teaching summarization skills
3. Collaborative Writing (Effect Size = .75) - developing practices where students plan, draft, revise and edit together

4. Specific Product Goals (Effect Size = .70) – assigning specific goals for writing that students are to complete
5. Word Processing (Effect Size = .55) – allows the writer to add, delete, change, and spell check text (note- for students identified as struggling writers the effect size was .70)
6. Sentence-combining (Effect Size= .50) – explicitly instructing in combining simple sentences into more complex sentences (struggling writers the Effect Size was .46)
7. Prewriting (Effect Size = .32) – helping students generate or organize ideas; activities could include reading for information or developing visuals
8. Inquiry Activities (Effect Size = .32) – engaging students in activities that develop ideas by analyzing concrete data, comparing and contrasting, collecting or evaluating evidence
9. Process Writing Approach (Effect Size = .32) – stressing activities that emphasize extended opportunities for writing, writing for authentic audiences, self-reflection, personalized instruction and goals, and cycles of planning, translating, and reviewing
10. Study of Models (Effect Size = .25) – providing students with good models of writing to use as a focus of instruction
11. Writing for Content Learning (Effect Size = .23) – "About 75% of the writing to learn studies the researchers analyzed had positive effects," even though the average effect was small; "writing to learn was equally effective for all content areas (social studies, math, science) and grades" (pp. 28-29).

At about the same time Graham and Perin (2007) called for further research on the eleven strategies they identified, Pritchard and Honeycutt (2007) identified six areas of focus to use as best practices in writing instruction, which mirror some of the strategies from the Graham and

Perin study. In addition, the Pritchard and Honeycutt study specifically addressed using the 6 Trait language also identified in the KCCRS:

- Deal with emotions surrounding writing (some students feel they can not write well and these must be addressed – build self-efficacy of students in relation to writing)
- Develop students' understanding of the writing process
- Model and teach self-regulation processes
- Train and monitor peer response partners and groups
- Develop a writing vocabulary
- Guide writing development through targeted strategy instruction that addresses ideas and content, organization, voice, word choice, sentence fluency, and conventions, which are identical to the 6 Trait language prescribed in the KCCRS.

Additionally, Barry, Nielsen, Glasnapp, Poggio, and Sundbye (1997) studied trends that were already starting to be identified. These researchers used a cross section of statewide data from two years of the Kansas Writing Assessment to determine the effects of writing performance. The data available were from 49,000 fifth graders, 36,000 eighth and ninth graders, and 23,000 tenth and twelfth graders.

Barry and colleagues found that when eighth grade students were involved with more planning activities, such as brainstorming, free writing, listing key words, organizing ideas, and collaborating with peers, the trend was to score slightly higher on the state writing assessment. When students used a greater number of revision activities, which consisted of peer conferencing, teacher/student conferencing, independent student revisions, and using checklists and references, the trend was also for a slightly higher score across grade-levels. Lastly, a trend for a higher score was also seen when students were allowed more time to produce their writing.

Of note, students at grade levels below high school tended to show a decline in scores if teachers offered more than two to three weeks to produce a paper.

In a study conducted by De La Paz and Graham (2002) where writing instruction was explicitly taught in middle school classrooms, the researchers saw immediate gains in student writing, as well as on a short-term (one month) maintenance probe. The researchers studied students in two suburban middle schools in the Southwest with similar demographics. A total of 58 students were in this study, 30 of whom were in the experimental condition and 28 in the control condition. Five 7th and 8th grade ELA teachers agreed to participate. Ten ELA classes taught by these teachers were assigned to experimental and control conditions, with all five teachers providing instruction in both control and experimental classes. The experimental group of students were taught specific strategies, skills, and knowledge for planning, drafting, revising text, as well as knowledge about characteristics of good writing, criteria for evaluating writing, structure of expository essays, constructing a thesis statement, using interesting, mature vocabulary, transition words, and different types of sentences. This study concluded that explicit, direct instruction of writing strategies, along with the knowledge and skills to apply the strategies can improve the writing performance of normally developing students.

Kiuhara, Graham and Hawken (2009) found that there were differences in how much time teachers from each discipline spent on writing instruction. Most high school teachers found their preparation to teach writing was inadequate and most did not provide adaptations to struggling writers. ELA teachers, however, stated they were more prepared than social studies and science teachers. They also found that the preparation of teachers was related to their use of evidence-based writing practices.

Two years later, Applebee and Langer (2011b) conducted a similar study over a four-year period. In this study writing was observed in 260 secondary classrooms in five states across the United States. Specific teachers were surveyed about writing instruction. The researchers found that middle school teachers reported frequently or almost always applying the evidence-based strategies identified in previous research. In contrast to what they said they did, however, observations indicated very little writing instruction actually taking place, and only 7.7% of class time was devoted to writing extended text. Not surprisingly, ELA teachers stated they felt better prepared to teach writing than other disciplines.

In the Graham et al. (2014) survey of middle school ELA, social studies, and science teachers, the data revealed similar results to the previous studies. Many of the teachers believed their preparation to teach writing was inadequate, but most teachers did state they used a variety of evidence-based practices outlined in previous research, as well as making adaptations for struggling writers. However, the use of these strategies and adaptations occurred infrequently. Also when the researchers looked at how frequently the different types of writing assignments were given across disciplines, they found very little differences, even though the ELA teachers felt more prepared.

The teachers in the study generally agreed that writing instruction was a collective responsibility, with four out of five teachers agreeing that writing should be taught in all disciplines. As expected, however, ELA teachers placed a greater emphasis on writing instruction than the social studies and science teachers. The researchers did find that teachers who stated they were better prepared to teach writing were more positive about their capability to teach writing. These teachers were also more likely to report using the evidence-based strategies in the classroom. In addition, the teachers who used evidence-based practices also spent more

time on teaching writing, which we know from the De La Paz and Graham study (2002) has been shown to improve students' writing performance.

Role of Assessment in Instructional Practices

This section addresses the following research question: 4. What role does assessment play in instructional practices?

Many teachers and researchers have often questioned whether writing assessments even capture real writing from students (Calfee & Miller, 2013). At one point, teachers believed there was a mismatch between what was taught and what was tested (Calfee & Miller, 2013), so most teachers were using their own formative assessments of writing to monitor and guide instruction.

The use of high-stakes writing assessments to guide instruction seems to be contradictorily used for several reasons. The results are not given to teachers in time to change instruction and shape how writing is taught (Graham et al., 2014). The quality of the increased instruction is unclear (Hillocks, 2002). In addition prior to the CCSS, a move was made to give students indirect, multiple-choice assessments of writing, which also had a detrimental effect on writing instruction in two ways (Murphy & Yancy, 2008). First, writing started to disappear from the curriculum. Second, the curriculum started to take the form of the test. Barry et al. (1997) concluded that "assessment and instructional practices are closely linked," and while this does seem to be true, it is unclear if it is a positive or negative relationship.

Murphy and Yancey (2008) stated less than ten years ago that a validity issue existed with timed, impromptu writing samples. They stated the writers might have had more difficulty with some tasks verses other writers because of knowledge of the subject, linguistic or cultural background, and/or task interpretation. They stated the raters also might have had difficulty with consistency in scoring due to disciplinary background, language, cultural backgrounds,

experience in teaching, and the evaluation of writing. In addition, contextual factors could influence scores because of topic choice, scoring systems, time, and writing context. Lastly, they stated that the writing task itself could cause a validity question with the score because of the rhetorical specification and/or the wording and stimulus material. These tests may not measure the important skills necessary for composing, so why would we use them to drive instruction? We do know, however, from one study (Barry et al., 1997) that assessment does drive instruction and informs teachers about writing. In fact, the participants in a pilot study expressed how much they learned about writing from simply taking the survey. Teachers also indicated that the "closer the assessment was to the usual classroom writing activities, the more confident and positive teachers felt about teaching writing" (Barry et al., 1997). In another study, a survey was given to 1923 elementary, middle, and high school teachers and 77% of the teachers responded that their teaching of writing had "greatly or "somewhat increased" since the implementation of a high stakes assessment (Omar, Pomplun, Glasnapp, & Poggio, 1997).

While increased writing instruction does sound positive, Hillocks (2002) conducted studies of writing assessment in five different states and came up with a different scenario. He and his team conducted almost 400 interviews with state department officials and teachers. The interviews took place in two large urban districts, two suburban districts, one small town, and one rural district. He says that high-stakes testing tends to promote writing that is lacking in critical thought, often very formulaic, and as Murphy and Yancey (2008) also state, not a valid indication of student writing ability. Therefore, while teachers may spend more time teaching writing, the question becomes what is the quality of that instruction? According to some researchers this can equate to grammar lessons on worksheets and focusing on specific writing formulas to get a good score (Hillocks, 2002; Murphy & Yancey, 2008; Calfee & Miller, 2013).

Ideally, with the implementation of the CCSS, this should no longer be an issue (Calfee & Miller, 2013). The new writing assessment is an extended performance task. This assessment should promote student thinking and writing, so teachers will want to devote instructional time to it. In addition, digital libraries have been created that emphasize teacher professional development and collaboration. Textbooks are also taking heed and aligning textbooks to the CCSS. In fact, districts can buy complete CCSS aligned curriculum packages. The CCSS promotes a curriculum-embedded writing assessment practice. This should change or enhance how teachers view and use writing assessment data to drive instruction.

Technology Used to Support Writing

This section addresses the following research question: 5. How is technology used to support/teach writing?

The Partnership for 21st Century Skills (2008) states that 86% of jobs in the United States now require some level of technology skill. While all students in the PreK-12 system are digital natives, most of the current teaching population are considered to be digital immigrants (Prensky, 2001). Therefore, technology is not new for students, and schools should be embracing it. This digital age has brought new literacies, which are the new norm. These new literacies, instant message, texting, Twitter, email, Google, blogs, social networks, etc., have transformed how we work, shifted our economy to an information-based service economy, and have changed how we communicate (Sweeny, 2010). Teachers should be embracing these new literacies as opportunities to teach writing in their disciplines with modes of writing that students find familiar.

The Pew Research Center (Perrin & Duggan, 2015) has identified a digital gap through the compilation of 97 surveys and over 229,000 interviews with the general public. They

conducted surveys and interviews yearly for 15 years. They found a digital gap in all areas (age differences, class differences – college education level and income, racial and ethnic differences, community differences – rural, suburban, and urban) except one (gender). Therefore, the current teaching population may fall into at least 1 of 3 areas (age, racial or ethnicity, or community) that has the potential to distance them from student technology needs.

The Harvard Graduate School of Education (Sweeny, 2010) identified six technology skills students need to be successful in the digital age. Two of these skills pertain to disciplinary writing instruction: (1) collaboration across networks and (2) effective written and oral communication. For example, students need to be able to collaborate with peers and colleagues on projects and be able to communicate that effectively to produce a desired result.

In addition, many professional organizations (International Literacy Association, ILA; National Council of English Teachers, NCTE; and International Society for Technology in Education, ISTE) have technology standards that promote skills students need for success. Many of these standards also have a foundation in proficient writing skills. For instance, ISTE standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

Many students are already experimenting with visual images, hyperlinks, blogs, etc. outside of school. The key is to transfer this use to an academic purpose. In 2008, 73% of Americans had access to the Internet. Less than 10 years later, in 2017, 84% have access, and about 52% of the world has access (Internet World Stats, 2018). Technology is an integral part of the everyday life of *all* American young adults (Perrin & Duggan, 2015). Technology is a tool that can enhance the academic writing process for these young adults. Students see writing outside of school with new literacies as something separate from school, and they do wish it was

included in more writing assignments. Teachers need to realize that incorporating technology in writing instruction is not an all or nothing proposition (Sweeny, 2010).

The "integration of new literacies in instruction can provide the bridge to emerging writing and communication on the Internet" (Jacobs, 2008) and making writing more meaningful and engaging for students. There are many ways technology can enhance writing instruction and bridge the gap (Sweeny, 2010). Several have been identified:

1. Internet Workshops – A way for students to collaborate about writing and take responsibility for finding answers to their own needs (Choi & Ho, 2002).
2. Authors as mentors – Students can contact authors to discuss writing techniques, motivations for writing, etc.
3. Editing and Revising – Students can use word-processing and get suggestions for editing and revising from peers or adults.
4. College Sites – Students can often use these at any stage of the writing process for feedback and support.
5. New Literacies – Allow students to control the mode and medium appropriate to their audience (Bezemer & Kress, 2008). Allow students a unique expression (creativity) influenced by teacher set objectives, writing form, purpose, audience, and writer preference.
6. Authentic audience – Students have a real audience.
7. Hook – Technology could be a hook for many students because many students are digital natives.

Technology is not meant to replace the instruction of teachers; however, it should be used to enhance the process of learning to write. The 11 evidence-based writing strategies (Graham &

Perin, 2007) can all clearly be enhanced by the use of technology. For example, Collaborative Writing (Effect Size = .75) - developing practices where students plan, draft, revise and edit together can be done remotely with Google docs, blogs, etc. This may allow the teacher more instructional time in class or allow the students to confer with teachers or peers after school hours when they are writing.

In addition, students entering teacher preparation programs are now considered digital natives, so pre-service education should be changing to meet this demand as well. As we are in the final stages of the transition to the digital age, current pre-service teachers cannot be taught to teach writing the way digital immigrants were taught and then be expected to teach writing like a digital native.

Types of Writing Teachers Assign

This section addresses the following research questions: 6. What types of writing do teachers assign? 10. Do teachers have students create technical, non-print, digital, and multi-modal texts of varying text types?

In the Graham et al. (2014) study, the researchers asked middle school teachers through a survey what types of writing tasks they assigned and how often those tasks were assigned. The average teacher assigned 19 of the 30 tasks at least once a year; however, most tasks did not require extended writing. The tasks usually involved writing without real composing, like note taking and completing worksheets. Writing tasks that involved composing, like narrative and persuasive writing, were usually only assigned one or two times per year. Writing involving technology was also rare (Graham et al., 2014). The researchers did state that writing tasks assigned from discipline to discipline were similar, with a few minor exceptions: for example,

writing in a journal was more common in ELA, but students took more notes in science and in social studies. Applebee and Langer (2011b) and Kiuhara et al. (2009) found similar results.

The CCSS has a goal for writing to support learning, especially report and persuasive writing.

Teacher's Self-efficacy & Beliefs

This section addresses the following research question: 8. What are the beliefs and self-efficacy of teachers with writing?

Self-efficacy refers to the personal beliefs about one's capabilities to help students learn (Pajares, 1996; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). This concept may be the key to prompt change and increase writing in the disciplines. According to social cognitive theory, the self-efficacy that motivates students' choice of activities, effort, persistence, and achievement should influence the same type of activities when applied to teacher self-efficacy (Bandura, 1997). The malleable and cyclical nature of self-efficacy predicts that teacher self-efficacy will build student self-efficacy, which will in turn build teacher self-efficacy. The issue appears to be one of transferability (Pajares, 1996) or self-efficacy in the context of what is being taught. For example, a teacher with high efficacy in teaching multiplication may not have the same degree of efficacy in teaching writing. In fact, lack of efficacy can actually lead to avoidance behaviors if the situation is believed to be out of one's control.

The following Figure 2.1 outlines some of what we know about the general differences in teachers with high efficacy versus those with low efficacy. By examining these differences, it becomes evident that teacher self-efficacy is a predictor of student achievement (Schunk, Meece, & Pintrich, 2014).

Figure 2.1
Characteristics of teachers with high versus low teacher efficacy

High Teacher Efficacy	Low Teacher Efficacy
Develops challenging activities	Avoids planning activities they believe exceed their capabilities
Helps students succeed by being open to new ideas and more willing to experiment with new methods to meet student needs	Not persistent with students having difficulties
Persists with students who have problems	Expends little effort finding materials
Creates positive classroom environment	Does not reteach in ways that students might understand better
Supports student ideas	More inclined to refer students to special education – works less with a student who is struggling
Addresses students' needs	More critical of students when they make errors
Uses classroom practices that focus on student improvement and helping students overcome challenges	Exhibits less enthusiasm for teaching
May not find minimal student progress discouraging if they believe that a different strategy will work	More likely to leave the profession
Amount of effort into teaching is higher	
Greater levels of planning and organization	

Even though characteristics of high and low efficacy in teachers have been identified, researchers have been addressing persistent measurement problems from the beginning. One strand of theory is grounded in Rotter's (1966) social learning theory, while another strand has grown out of Bandura's (1997) social cognitive theory.

The first attempt at measurement with the Rotter (1966) theory was with two questions posed by the RAND researchers (Armor et al., 1976) on an otherwise lengthy questionnaire. The first question has been labeled as the "general teaching efficacy" or GTE, and the second item has been labeled as the "personal teaching efficacy" or the PTE. The sum of the two items is called teacher efficacy (TE). These were embedded in the locus of control theory: things that were inside the teacher's control (internal) or outside the teacher's control (external). Most measures since the RAND study are based on and judged against these two items.

> Rand item #1 – When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.

Rand item #2 – If I really try hard, I can get through to even the most difficult or unmotivated students.

In 1981, another researcher (Guskey) created a 30-item instrument in an attempt to measure "responsibility for student achievement." This measure found significant positive correlations between teacher efficacy and responsibility for both student success and student failure. At the same time, Rose and Medway (1981) created a 28-item measure, "teacher locus of control," which was weakly but significantly related to the individual RAND items (GTE and PTE), as well as to the sum or TE of the RAND survey.

In 1984, Gibson and Dembo created a 30-item measure of teacher efficacy, and used Bandura's social cognitive theory to create the two factors: the personal teaching efficacy reflecting self-efficacy and the second called teacher efficacy that captured the outcome expectancy (factor analysis PTE=.75 and GTE=.79). When the RAND items were loaded in the factor analysis RAND #1 loaded with the GTE factor and RAND #2 loaded with the PTE factor. Generally, it was accepted that the two factors were only moderately related, so when researchers began to identify items that loaded on both factors this instrument was shortened in order to select items that loaded uniquely on one factor or the other. This instrument has been the most popular and is often altered to fit context and discipline specificity. For example, Riggs and Enochs (1990) developed the *Science Teaching Efficacy Belief Instrument* and consistent with Gibson and Dembo (1984) have found two uncorrelated factors: personal science teaching efficacy (PSTE) and science teaching outcome expectancy (STOE).

Researchers and theorists do agree that teacher efficacy is situation specific, but it is still unclear what level of specificity is required to gain an accurate measurement. For example, is efficacy specific to teaching literacy, or more specific to teaching writing, or even more specific to teaching punctuation? There is danger of creating an instrument so specific that it loses any

predictive power beyond the specific skills and context being measured. For example, I am confident I can teach punctuation to middle school students who do not have special needs in a class smaller than 22. The present study may help discern the level of specificity needed for the instrument.

In a study by Raudenbush, Rowan, and Cheong (1992), a survey was given to ELA, science, social studies, and math teachers in 16 high schools which confirmed intrateacher self-efficacy. Teachers' sense of efficacy will vary across the teachers' assigned classes. They concluded that teachers tend to feel the most efficacious when teaching high ability students. A teacher's level of preparation and the grade level of the students also predicted intrateacher differences. Highly collaborative environments and key working conditions produced elevated self-efficacy.

Evidence does suggest that input during pre-service versus in-service training does impact efficacy beliefs differently (Pajares, 1992). Generally, pre-service teachers have a higher sense of teaching efficacy. "They believe that problems faced by classroom teachers will not be faced by them, and the vast majority predicts they will be better than their peers" (p. 323). We know from the change theory that this may be due to success they had as a pre-service teacher under the direct supervision of a cooperating teacher.

However, we also know from the change theory that if teachers do not experience success right away they will avoid practices that produce a lack of success. As teachers new to the field, they often do not know the full demands of the profession until they have their first paid position. Therefore the four sources of self-efficacy to address to enhance teacher efficacy should be implemented early in pre-service education: performance accomplishments, vicarious experiences, social persuasion, and physiological indicators (Bandura, 1997). A teacher's writing

self-efficacy, in conjunction with the necessary writing skills and knowledge, may be what is needed to produce reform across the disciplines where writing is an integral part of the curriculum.

Bandura (1986) stated that having the knowledge and skills needed to perform a task does not guarantee that an actor will perform efficaciously. It appears that effective action depends upon the personal judgment that one can use the skills and knowledge that is possessed to carry out the act. In addition, there is a difference between perceived self-efficacy and outcome expectations. "Perceived self-efficacy is a judgment of one's capability to accomplish a given level of performance, whereas an outcome expectation is a judgment of the likely consequences such behavior will produce" (Bandura, 1986, p. 391). A valid measure must assess both personal competence and an analysis of the task (Tschannen-Moran et al., 1998).

One possible explanation for the lack of writing in the disciplines may be the unique epistemological foundations that require different teaching techniques. These various techniques may not be conducive to a high sense of self-efficacy in writing. For example, a science teacher is trained to teach the scientific process to students through lab work, not necessarily how to write in the discipline of science. Another possibility may be that a teacher's personal background, for example, the level of knowledge and skills acquired, may not be adequate in writing. A third factor is the school organizational environment, which determines what level or track (for example, grade-level or honors) a teacher will be teaching. Self-efficacy is shown to be higher when teachers are teaching high track students.

Use of the 6 Trait / 6+1 Trait Writing Model of Instruction & Assessment

This section addresses the following research question: 9. Is the 6 Trait + 1 Writing Model being implemented as the main model of writing in the state of Kansas?

The 6+1 Trait writing model encompasses a set of shared vocabulary that can be used as a tool to teach and to assess writing K-12. The model is comprised of 6 + 1 Traits: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. The Education Northwest defines the 6+1 Traits as follows:

- Ideas – the main message
- Organization – the internal structure of the piece
- Voice – the personal tone and flavor of the author's message
- Word Choice – the vocabulary a writer chooses to convey meaning
- Sentence Fluency – the rhythm and flow of the language
- Conventions – the mechanical correctness
- Presentation – how the writing actually looks on the page

All of the traits do not have to be assessed at one time. However, if using the traits as a tool to help teach writing, Education Northwest says it doesn't make sense to isolate the traits. "We are teaching writing, not the traits" (Education Northwest, 2018).

According to Education Northwest, the model was field tested in 1985 (not in KS) and showed the model worked well as a scoring guide for any prose form of writing. In Kansas, the model was tested in 1994, and the Teacher's Manual for the Kansas assessment was written in the 1990s (Arlene Barry, personal communication, April 16, 2018). The model leaves many options of assessment open for teachers and students. For example, if a student has written a technical piece, the teacher can focus the assessment on specifics to that piece or modify the language to fit the assignment. The model is not intended for poetry.

A 6+1 Trait Writing Model study (NCEERA, 2011) was conducted in 74 elementary schools where grade 5 students showed a significant increase in writing scores with an effect size

of 0.109 (p=.023). The average score of students in the treatment group was 0.11 SD higher than the control group; this would increase the average achievement from the 50th percentile to the 54th percentile.

Education Northwest has created crosswalk documents for teachers to use to understand the alignment and relationship of the 6+1 Trait Writing Model and the CCSS. These documents are available for public view on the Education Northwest website. The documents show how the traits can be used with the CCSS.

The 6+1 Trait Writing Model is the model identified in the KCCRS. After speaking with Dr. Glendyn Buckley [2](personal communication, September 28, 2016), a picture started to emerge about the use of 6 Traits in Kansas. “It was something the teachers wanted,” she said. She explained how the teachers were asking for the research and evaluation departments to find something that would allow them to assess writing. They were tired of the every teacher for them selves mentality. After the 6 Traits were selected, Ruth Cullham and Vicki Spandel began helping with the training. Soon Jim Hyman and the Kansas State Department of Education (KSDE) began assisting in the training.

Dr. Buckley thought at one point KSDE attempted to get all disciplines to score writing, but she was certain ELA teachers had always scored the Kansas writing assessments once the 6 Traits were in place. Eventually, the Kansas writing assessment was decreased in use due to the time and cost of scoring. It became an optional assessment. She said stakeholders started looking at requirements for NCLB, but she believed teachers would continue using the 6+1 Trait Writing Model.

This chapter served to examine the literature that substantiated Graham et al.’s (2014) recommendation for repeated studies. In addition, it offered a background for any changes that

have occurred between the national and the Kansas study, as well as providing context for the discussion in Chapter V.

Chapter III Methodology

Design

This study focused on 6-8th grade teachers in Kansas who teach ELA, science, mathematics, social studies, and electives. Teachers were asked to complete a self-report survey. The survey was mailed to district representatives who were then requested to forward the information to the appropriate teachers. Dr. Vicki Peyton[3] (personal communication, March 16, 2017) stated that each district likely has unique protocols in place that may need to be taken into consideration before they would allow teachers to participate. After district approval was secured, teachers had the option to participate or not. Dr. Bruce Frey[4] (personal communication, March 17, 2017) advised distributing the survey to all districts in the state, as my survey was electronic and could be easily administered. As an incentive for participation, districts were given raw data collected from their district, so they could compare their results to the national survey, as well as the Kansas survey. Even though some participant demographic information was collected and analyzed, individual teachers were not asked for personally identifying information, like name or contact information.

Research Questions

The Graham et al. (2014) national study was used as a model and point of comparison for a study in the state of Kansas. Two additional research questions were added to the survey that pertained to the specific requirements in Kansas. These additional requirements are embodied in the KSDE additional 15 % or the complete KCCRS, which identified two additional standards in writing. The two additional writing standards in Kansas are identified as Writing Anchor Standards 11 and 12.

- Writing Anchor Standard 11: Create—both independently and collaboratively—technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3 are being met.
- Writing Anchor Standard 12: Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.

The other additional research question asks for a comparison of the national data to the data collected on the Kansas survey to determine where Kansas falls within the national survey. The research questions answered by middle school teachers in Kansas via the survey items were: (See Appendix A for survey items.)

1. Are middle school teachers in Kansas prepared to teach writing?

   Survey items 12-15 examine this question.

2. Whose responsibility is it to teach writing in middle school?

   Survey items 25-28 and 46 examine this question.

3. What evidence-based writing practices do middle school teachers in Kansas apply?

   Survey items 32 (a-j) – 35 examine this question.

4. What role does assessment play in instructional writing practices in Kansas' middle school?

   Survey items 32 (k-n), 54-55, and 59 examine this question.

5. How is technology used to support/teach writing in Kansas' middle schools?

   Survey items 36-38 examine this question.

6. What types of writing do middle school teachers in Kansas assign?

   Survey items 40 and 41 examine this question.

7. What adaptations do teachers in Kansas make for less skilled writers in middle school?

Survey items 43, 44 and 50-53 examine this question?

8. What are the beliefs and self-efficacy of teachers in Kansas with writing?

Survey items 46-59 examine this question.

9. Is the 6+1 Trait Writing Model of Instruction & Assessment being implemented as the main model of writing in Kansas' middle school?

Survey items 60 and 61 examine this question.

10. Do Kansas's middle school teachers have students create technical, non-print, digital, and multi-modal texts of varying text types?

Survey items 40 and 41 examine this question.

11. How do Kansas' middle school teachers compare to the national study of equivalent teachers?

The survey items not identified as part of a research question are part of the demographics and general information obtained from the survey.

Participants

Every public school district in Kansas had the opportunity to participate in the survey. The information page, acceptance to participate, and a link to the survey were sent to each district level curriculum director or similarly titled position. It was up to each district to provide an email list to me, and I disseminated the information to the school building level administrators and/or the middle school teachers teaching in grades 6-8.

In 2014-2015, Kansas reported 26 public Junior High Schools and 178 public Middle Schools in the state, with a total of 286 public school districts in the state. For the purpose of this survey, teachers who taught students in grades 6, 7, and 8 that either attend a middle school, which typically houses grades 6, 7, and 8, or attend a junior high, which typically houses grades

7, 8, and 9 were surveyed. In some Kansas documents, the middle school or junior high school may also be referred to as an intermediate school. The focus of this study was teachers who taught grades 6, 7, and 8. Whether they were housed in a school titled middle, junior, or intermediate school was not a determining factor in this study. The survey was not sent to private school districts or state institutions.

In 2015-2016, the Kansas Department of Education reported a category titled "all other teachers" as having 5,687.7 total public school Junior High teachers. This total does not include the following teachers: Tech Ed./Career/Practical Arts, Special Ed., Speech Path., School/Clinical Psych., Nurses, Audiologists, School Social Workers, Reading Specialists, Library Media Specialists, Curriculum Specialists, or any administrative position.

It is possible for a sixth grade teacher to be certified as a generalist and teach more than one discipline. It is also possible for seventh and eighth grade teachers to teach more than one discipline, so teachers were asked to think about one class they taught while filling out the survey. All teachers working with ninth grade students were excluded, unless they also taught a seventh or eighth grade course from which they could contribute data.

Procedures

The participants took a 10-25 minute self report survey (Appendix A). Each participant was given the link to participate from his/her respective district or building administrator. The survey was open to take from April 17, 2017 to June 1, 2017. Participants were required to complete the survey in one sitting; however, if they were interrupted and needed to log out, they could begin the survey again. No data was collected if the participant did not complete the survey.

Instrumentation

The survey was created in Qualtrics, and it will remain housed in this online database through the University of Kansas. It can be viewed as a hardcopy in Appendix A. Graham et al. (2014) stated the survey should take participants 15-20 minutes. I added 10 additional items to Graham et al.'s survey.

Graham et al. (2014) conducted a factor analysis of the 8 items assessing the importance of writing and self-efficacy from their study. They found the "writing importance items loaded at 0.54 or greater (a single factor). The four self-efficacy items loaded at 0.71 or greater on a second factor (teaching self-efficacy). No items double loaded on multiple factors. Coefficient alpha for writing importance and teaching self-efficacy on the Graham et al. study (2014) was 0.67 and .85, respectively" (pp. 1021-1022).

Based on my pilot, the survey was predicted to be between 10 and 25 minutes for participants. The disparity in time was due to the varied background knowledge of the participants. For instance, teachers educated in ELA did not take as long as teachers with a mathematics background.

I created the web-based survey (Appendix A) according to the descriptive text and tables included in the Graham et al. 2014 national survey. See Appendix B for the original paper survey distributed by Graham et al. (2014). In the original survey six sections were identified and the layout was different due to the nature of the Graham et al. survey being a paper/pencil survey. However, I created the survey with the same six sections, with the Kansas 15% embedded in Section 6 of the survey. The survey sections in the Kansas survey included "Demographics and General Information," "Thinking About Your Class," "Evidence-Based Practices and Technology," "Types of Writing Assignments," "Adaptions for Struggling Writers," "Beliefs,

Attitudes, and Practices." The following question formats were used in the instrument: table/matrix format with a Likert-type scale, sliding scale, question in sentence format with Likert-type scale, identifying information from lists, fill-in-the-blank, and some yes / no questions. Most questions were closed with ordered choices. The survey had a sliding scale for items requiring a numerical response. A Likert-type scale with an even number of options, such as strongly agree, agree, disagree, and strongly disagree was used, so participants would be forced to either agree or disagree to some extent. This was done so teachers would be required to make a decision about items, but participants were able to move through the survey without providing a response if they so choose. In addition, some degree of agreement or disagreement was permitted by response choices.

Survey items in sections 1-5 that required a judgment or opinion were positively worded in first person attitude or competency statements.

The layout of the survey was created using the tailored design method. The survey is participant-friendly, so participants would be able to maneuver through the survey with little to no difficulty. The forward and back buttons were easily identified in the bottom right corner of the survey and a progress bar was located at the bottom of the survey. The survey should not have caused any stress or harm to the participants. Item writing rules (Dr. Bruce Frey, personal communication, 2015) were also applied in order to ensure reliability of the instrument.

The beginning of the Kansas survey included a copy of the Informed Consent (Appendix C) and the following directions:

Figure 3.1
Directions at the beginning of the survey

Thank you for agreeing to participate in this state survey on middle school writing. If you would like to see the national survey, it can be viewed at DOI 10.1007/s11145-013-9495-7 .

- Your response will be anonymous; however, your district will be identified for the purpose of providing your district with private district level data. Your school of employment, name, or other personally identifying information, like computer address will NOT be collected. Your district will be able to see how many teachers from your district took the survey, as well as the TOTAL responses from the survey data.
- This survey has 6 sections, and it may take about 20 minutes. You must take the survey in one sitting because your computer address will not be collected for continuation at a later date. You can, however, start the survey over at any time should you be interrupted. This survey can also be taken on mobile devices.
- This survey has been adapted from Steve Graham, Andrea Capizzi, Karen R. Harris, Michael Hebert, and Paul Morphy's research *Teaching Writing to Middle School Students: A National Survey*.

The survey contains additional items to determine school district, specific teacher preparation information, and questions related to the two additional writing anchor standards identified as part of the Kansas 15%. The survey had 53 questions, and some questions have sub-questions in a table format that are not identified by a question number. I refer to the sub-questions in Chapters 4 and 5 by letter (1.a., 1.b., and so), if needed. In addition, the survey contained definitions in locations where terminology may have been different than what was expected or commonly known.

The instrument was piloted by four experts: two middle school learning coaches who worked primarily with teachers in grades 6-8 in all core subjects and electives, one science curriculum facilitator who worked with science teachers in grades 6-12, and one math curriculum facilitator who worked with mathematics teachers in grades 6-12. Both learning coaches have classroom experience, hold at least a master's degree, identify as female, and are above 45 years of age. One learning coach was a middle school English teacher, and the other was a foreign language teacher. One learning coach identified as having more than one first language. The mathematics and science curriculum facilitators were also female, hold at least a master's degree,

have classroom experience in their identified discipline, and were above 44 years old. I did not expand the pilot study beyond these four individuals because the instrument items were used and tested in the national (Graham et al., 2014) study.

The format or layout of the instrument differed from the national survey, but the wording remained relatively static based on the descriptive text and tables identified in the study. I directed the learning coaches and curriculum facilitators to examine the additional items, the format, as well as to double check the remainder of the instrument for spelling, grammar, ease of use, item clarity, required time to complete the survey, and over all relevance to the targeted teachers and the research questions.

The following suggestions and changes were made.

1. Allow participants to skip questions because they might not be applicable or offer a NA option.
2. Wording changed on a few items for clarity and/or to adjust length of item.
3. In one of the categories where participants marked for agreement or disagreement, the choices were “Never” and “Always.” The suggestion was made to add descriptive text between these two words to help participants in their selections.
4. I asked specifically about defining the term “6 Trait.” The suggestion was made not to define the term. The learning coaches and curriculum facilitators stated that if teachers didn’t know the term then they were not using the 6 Traits purposefully.
5. I asked specifically about the length. The suggestion was made not to cut any questions from the survey. The comment was made that the survey was long but thorough.

Analysis

To begin the analysis of the Kansas survey, I presented characteristics of teachers who participated and the students in the class they identified. The mean was the main point of comparison for most questions and/or items; however, I also analyzed the data by comparing the percent of responses in each category of the Kansas survey to the responses in the national survey. I addressed each of the research questions separately in the results and discussion chapters. However, I embedded the comparison statistics (research question 11) between Kansas and the national data. Research question 6 and 10 are combined in Chapter 4: Results. Research question 9 was analyzed as a separate entity as no national data was available for comparison.

I examined data from mathematics and electives courses to determine if writing was occurring in these courses. The data was included if it was relevant. I also looked at specific disciplinary data if it was pertinent to the research question.

The Graham et al. (2014) instrument included several different scales. Where the scale on my instrument differed, I converted the Kansas scale to fit the national scale by using excel and re-calculating the *M* and SD. A fourth year Educational Psychology doctoral student at the University of Kansas, Alan Nong, assisted me with the calculations. Together, we double-checked each *M* and SD item by item. Research questions 3, 5, 6, 7, and 10 have recalculated *M* and SD. Mr. Nong also assisted with the regression analysis in Chapter 5: Discussion, research question 8.

Trustworthiness

Tailored Design Method (Dillman, Smyth, & Christian, 2014) was used, so rewards would be perceived as high, costs perceived as low, and trust was established. Several rewards existed as a result of taking the survey. First, taking the survey allowed districts to receive

authentic teacher input on writing instruction and assessment. Second, teachers were able to compare personal answers to state data, national data, and district data (if districts share the data with staff). Third, the profession of teaching in Kansas has the potential to be impacted in a positive way by means of increased district, state, or national support. Fourth, the survey was interesting to teachers because it was relevant to classroom instruction. Fifth, the learning coaches and curriculum facilitators noted that they learned about writing practices from taking the survey, so I assumed teacher participants may as well. The cost of participating was perceived as low to teachers because the survey was individually anonymous. The cost was perceived as low to districts because the district data was disaggregated privately for individual districts. Districts had the option to share the data with employees. In addition, language was used that the participants understood. If items were potentially unclear, a definition was provided. The survey was also separated by sections and appeared short. Trust was established by providing confidentiality because individual identifying information was not gathered, and participants were not able to complete the survey in more than one sitting because computer addresses were not collected. Trust was also established by constructing the survey in relation to a national survey; this increased the importance of the survey by offering a view to the individual, district, and state to see the comparison. This suggested that participants would not reply randomly because they wanted to improve the writing instruction within their school and individual classrooms. A coverage area was not included as a limitation because the survey was sent to all public school districts in Kansas.

At the conclusion of the Kansas survey, the participants were asked if they believed this survey accurately reflected their writing experience. One hundred and two participants responded to this with either a yes or no response. Ninety or 88.24% said “yes,” and 12 or 11.76%

responded “no.” For the participants who responded “no,” an additional question was asked to get them to identify what information was missing to get an accurate reflection of their overall experience with writing. Three participants responded with the following comments. These comments are unedited.

- There are types of writing that were not listed. I teach course that is reading and writing. I must teach both at the same time. I have students both read and write everyday. There should be a question about having two different courses at the middle level: one for literature and one for writing.
- This survey is extremely long.
- My own writing skills, published works, and others’ attitudes toward writing.

The results will show that teachers in the Kansas study are very similar to the teachers in the national study. Each research question will be addressed and analyzed separately outlining consistencies and inconsistencies.

Chapter IV Results

It is the purpose of this chapter to examine the writing practices and beliefs of both middle school teachers in Kansas and a national survey of similar teachers and to compare the two populations. The practices and beliefs that serve as a framework for this study's research questions were taken from the work of Graham et al. 2014 with the addition of three questions to obtain a more specific picture of writing in Kansas. The following results are arranged and addressed by research question after the demographic and descriptive data is presented. Research question 11 serves as an organizer to address the similarities and differences between Kansas and the nation. Research question 11 will not be addressed independent of the other research questions.

Demographics and Descriptive Data

Out of 286 districts in Kansas, 76 districts had at least one participant. The range of participants from each district was from 1 to 39, with most participating districts having 1-2 participants. The survey was emailed to all district superintendents and curriculum directors or those of a similar title in January 2018. Approximately 2 weeks later, a reminder email was sent and an additional email was sent to principals of all identified schools teaching grades 6, 7, and/or 8 in Kansas. Two participants marked that their district was not identified in the survey.

The national study attempted to collect a random sample of 285 middle school teachers from the Market Data Retrieval database with approximately 300,000 teachers available to participate. Ninety-five teachers were selected from each discipline: ELA,

social studies, and science. The researchers reported 114 completed surveys and provided a sampling error of plus or minus 5.4%, with a 95% confidence interval.

Of the approximate 5,688 potential teachers identified in Kansas, 170 responses were recorded. However, 17 respondents didn't teach any of the courses for this study, so they were dropped from the survey after question 5. The remaining 153 respondents are the sample size (N=153). It is important to note that respondents could skip questions and still move through the survey, so questions may have fewer than 153 responses. The Kansas survey had 153 completed surveys with a sampling error of plus or minus 7.92%, with a 95% confidence interval.

As seen in Table 4.1, the majority of the teachers who responded to the survey were female (79.28%) and White (84.5%), which is similar to the Graham et. al. (2014) national survey of 72% female and 86% White. The national survey of teachers had 7% Black, 2% Hispanic, 1% Asian, and 4% other. The state survey of teachers had 3.88 % Native American Indian, .78% Asian, .78% Black, .78% Hispanic, .78% Pacific Islander, 2.3% multiple ethnicities, and 6.2% chose not to address their race/ethnicity.

Table 4.1
Demographics

Demographics	National Study (Graham et al., 2014)	Kansas Study
Female	72%	79.28%
Male	28%	18.02%
Chose Not to Respond to Gender	-	2.70%
American Indian/Native	-	3.88%
Asian/Asian American	1%	0.78%
Black/African American	7%	0.78%
Hispanic/Latino/Chicano	2%	0.78%
Pacific Islander	-	0.78%
White/European American	86%	84.50%
Multiple Ethnicities	-	2.33%
Other	4%	-
Chose Not to Respond to Race/Ethnicity	-	6.20%

Many teachers in the Kansas study had a Masters-level plus (35.66%) of education preparation. When compared to the national study in Table 4.2, only 26% of respondents had a Masters-level plus educational history. In Kansas, 1.55% of teachers identified as having a Ph.D., Ed.D, or Specialist degree, whereas no teachers in the national study were identified as having one of these degrees. Kansas' respondents stated 13.95% had Bachelors-level education, which is about 3% lower than the national survey of 17% of respondents. In the Kansas study, there is almost a 10% difference between the number of teachers with a Bachelors-level plus (20.16%) and the Masters-level education (28.68%). Whereas in the national study, the Bachelors plus, Masters, and Masters plus educational levels were more evenly split as 27%, 30%, and 26%, respectively.

Table 4.2
Level of education

Level of Education	National Study (Graham et al., 2014)	Kansas Study	Difference
Bachelors	17%	13.95%	3.05%
Bachelors +	27%	20.16%	6.84%
Masters	30%	28.68%	1.32%
Masters +	26%	35.66%	9.66%
Ph.D.,Ed.D., Specialist	NA	01.55%	NA

Responding teachers in Kansas have an average of 15.83 years of teaching experience (SD=9.33) with a range of 1 to 40 years. In the national study, teachers had an average of 13.14 years of teaching experience (SD=9.38) with a range of 1 to 36 years.

In the national study, 41% of teachers taught language arts, 33% taught science, and 26% taught social studies. Additionally, 40% of the teachers taught grade 7, 40% of teachers taught grade 8, and 20% of the teachers taught grade 6. In the Kansas study, teachers were asked to mark all disciplines and grades currently being taught. Therefore, teachers could have marked more than one discipline and more than one grade-level. In

Kansas, 254 responses were recorded from the 153 participants, so some teachers are teaching more than one content area and/or more than one grade-level: 47.24% taught language arts, 9.05% taught science, 10.24% taught social studies, 17.72% taught math, and 9.06% taught electives. About seven percent (6.69%) did not teach an identified discipline and were exited from the survey after this question. In the Kansas study, the grade-levels were fairly evenly distributed among all three grades: 29.53% taught 6th grade, 27.16% taught 7th grade, 27.56% taught 8th grade, 9.06% taught electives (all grades), and again, 6.69% were exited from the survey.

Kansas' respondents were asked to identify one disciplinary class that was representative of how they *best* taught writing while completing the survey. Compared to the national study of 6th grade (20%), 7th grade (40%) and 8th grade (40%) middle school teachers, with 41% of language arts teachers, 33% of science teachers, and 26% of social studies teachers, the teachers in the Kansas study were more dispersed with language arts still representing the most teachers. In the Kansas study, the 6th grade (33.87%), 7th grade (25%), and 8th grade (41.13%) middle school teachers identified language arts 54.03%, science 9.68%, social studies 12.10%, math 12.90%, and electives 11.29% as the one disciplinary class that represented how they taught writing. The statistics throughout the study and identified in Table 4.3 are based on these identified courses.

Table 4.3
Courses identified for the study

Identified Course / Grade Level	National Study (Graham et al., 2014)	Kansas Study
6th grade	20%	33.87%
7th grade	40%	25.00%
8th grade	40%	41.13%
Discipline		
ELA	41%	54.03%
Social Studies	33%	12.10%
Science	26%	09.68%
Math	-	12.90%
Electives	-	11.29%

Teachers in Kansas stated a mean of 22.30 (SD=8.66) students in this class, while the national average was 24.97 (SD=4.89) students in the identified class. Teachers in Kansas had a mean of 4.10 (SD=2.80) special education students in this class, and 3.22 (SD=4.07) English language learners. The teachers from the national study had 3% (SD=3.47%) of students identified as special education and 4% (SD=6.58%) identified as English language learners.

Teachers in Kansas also noted that they believed, based on their opinion from experience and education, that the performance levels of writing of the students in this class were mostly average (56.64%), as seen in Table 4.4. They said only 2.65% of the students were above average, and alarmingly, 40.71% of their students were below average writers. In the national study, the teachers stated that 21% of their students were above average, 48% were average, and 31% below average writers.

Table 4.4
Student writing performance level

Student Writing Performance Level	National Study (Graham et al., 2014)	Kansas Study
Above Average	21%	56.64%
Average	48%	02.65%
Below Average	31%	40.71%

Without a huge discrepancy from the national study, 67.74% of Kansas' teachers said the school where they taught had a comprehensive writing plan compared to 63% of teachers from the national study. Also, 66.67% of Kansas' teachers said their school had common expectations for students' writing at each grade compared to 73% of teachers from the national study.

Only 9 or about 6% of respondents (N=153) stated they used a commercial writing program (Table 4.5) in the Kansas study, compared to 10% in the national study. All 9 in the Kansas study were identified as sixth grade ELA teachers. Eight of the nine respondents listed the following as programs they use:

Table 4.5
Commercial writing programs identified by Kansas' respondents

Writing programs identified
1. 5 Paragraph Essay
2. Holt McDougal Collections
3. Lucy Calkins' The Writing Workshop
4. MEL-Con Paragraph Writing
5. Pearson textbook
6. Performance Assessment by Houghton Mifflin Harcourt
7. Triple Whammies
8. Whole Brain Teaching
9. Write Source
10. Write Traits (Six Trait Writing) by Great Source
11. Writing Game
12. Writing: Red/Green Marker Writing

Research Questions

Question 1: Are middle school teachers in Kansas prepared to teach writing?

Survey items 12-15 examine this question regarding preparation to teach writing. These scales varied in format and are discussed with each description of the data.

Most of the Kansas respondents (85.38%) received their teacher education in a Kansas institution of higher learning. Four respondents identified attending more than one institution in Kansas. Table 4.6 contains the 18 institutions of higher learning represented in this study. Nineteen (14.62%) respondents did not receive their education in Kansas. This was a fill-in-the-blank question.

Table 4.6
Kansas' institutions of higher learning represented in the Kansas study

Institutions of higher learning identified	Number of times identified
Benedictine College	1
Bethel College North Newton	1
Emporia State University	8
Friends University	1
Fort Hays State University	12
Haskell Indian Nations University	1
Kansas State University	13
Kansas Wesleyan University	2
Marymount College	1
Newman University	5
Ottawa University Ottawa	2
Pittsburg State University	7
Southwestern College	5
St. Mary of the Plains College	2
Sterling College	2
The University of Kansas	8
Washburn University	5
Wichita State University	20

According to the national study, 16% of teachers reported taking no formal preparation in college on teaching writing, and 48% received only minimal preparation. Only 9% reported extensive preparation and 27% reported adequate preparation. Similarly as shown in Table 4.7, the teachers in the Kansas study reported 10.24% having no preparation, 44.09% having minimal preparation, 37.80% having adequate preparation, and only 7.87% having extensive preparation.

This was a four-point Likert-type scale for the Kansas study (M=2.43, SD=0.78).

Table 4.7
Level of formal teacher preparation to teach writing received while in college

Level of Formal Teacher Preparation to Teach Writing While in College	National Study (Graham et al., 2014)	Kansas Study
No Preparation (1)	16%	10.24%
Minimal Preparation (2)	48%	44.09%
Adequate Preparation (3)	27%	37.80%
Extensive Preparation (4)	9%	07.87%

Forty-two percent of teachers in the national study did not take any courses in college on how to teach writing compared to 6.65% of teachers in the Kansas study (N=113).

Ten ELA teachers stated they took zero courses on how to teach writing, with 19 ELA teachers stating they only took one course. The Kansas study indicated that 2 Science teachers and 5 elective teachers also stated they took no courses on how to teach writing. The minimal number of courses all math teachers took was one, as well as at least one course for all Social Studies teachers. The average number of reported courses on how to teach writing for all teachers in the Kansas study was two (M=2.29, SD=2.17) with a range of 0-11 courses. The national study showed a lower average of only one course for all teachers (M=1.37, SD=1.65).

In the national study (Table 4.8) 41% reported adequate and 14% extensive preparation to teach writing due to in-service after college. In Kansas, a smaller number (35.71% adequate and 5.56% extensive) reported preparation from similar in-service. Unfortunately, teachers in the Kansas study reported no preparation (9.52%) or minimal preparation (49.21%) in writing from in-service after college. A four-point Likert-type scale was used on the Kansas study (M=2.37, SD=0.73).

Table 4.8
Preparation to teach writing from in-service after college

Preparation to Teach Writing from In-service After College	National Study (Graham et al., 2014)	Kansas Study
No Preparation (1)	4%	9.52%
Minimal Preparation (2)	40%	49.21%
Adequate Preparation (3)	41%	35.71%
Extensive Preparation (4)	14%	5.56%

It is noteworthy that (82.54%) of Kansas' teachers indicated they were making adequate (50.79%) or extensive (31.75%) personal efforts to learn how to teach writing, compared to 57% of the teachers from the national study. The national study also reported 10% of teachers made no personal effort to learn how to teach writing, compared to only 1.59% of Kansas's teachers. About 15.87% of the Kansas's teachers made minimal effort, and 33% of the teachers from the national study made minimal personal effort to learn how to teach writing. However, similar to the national study, the ELA teachers in the Kansas study made more adequate and extensive personal efforts (93%) to learn to teach writing when compared to the other disciplines. In the Kansas study, 80% of the social studies teachers, 75% of the science teachers, 69% of the math teachers, and 57% of the elective teachers indicated they made adequate and personal efforts to learn to teach writing. Interestingly, the electives teachers in the Kansas study were the only teachers to indicate they made no personal effort to teach writing and 43% of them indicated no effort or minimal personal effort to learn to teach writing.

Question 2: Whose responsibility is it to teach writing in middle school?

Survey items 25-28, 46, and 57 examine this question regarding whose responsibility it is to teach writing in middle school. Using a six-point Likert-type scale ranging from strongly disagree (1) to strongly agree (6) like the national study, the Kansas study asked teachers if writing should be taught in all subjects. Overwhelmingly, 94% of Kansas' teachers either somewhat agreed (4), agreed (5), or strongly agreed (6) (Mean=5.05, SD=1.09) that writing should be taught in all subjects, which was similar to the teachers on the national survey (Mean=5.31, SD=1.02). When asked whose responsibility it was to teach writing, 91% of Kansas' teachers also were in strong

agreement (4), agreed (5), or strongly agreed (6) (Mean=4.90, SD=1.07) that it was their responsibility to teach writing. The national study had similar results in identifying whose responsibility it was to teach writing (Mean=4.81, SD=1.31). One hundred percent of ELA teachers in the Kansas study said it was their responsibility compared to 75% of the social studies teachers, 91% of the science teachers, 87% of the math teachers, and 67% of the elective teachers.

Similar to the national study (Table 4.9) where teachers taught 32.51 minutes of writing per week (SD=39.10) or about 6 minutes per day, teachers in the Kansas study taught on average 39.32 minutes per week (SD=41.64) or about 8 minutes per day. Teachers in the Kansas study indicated that their students wrote outside of the classroom on average about 17.21 minutes per week (SD=20.05) and in class about 46.09 minutes per week (SD=36.17). Teachers in the Kansas study also reported they gave writing assignments about 4.57 times per month (SD=6.15) where the student was expected to write more than a paragraph. Teachers in the national study indicated that their students wrote outside of the classroom on average about 29.70 minutes per week (SD=31.99) and about 47.87 minutes per week (SD=46.81) inside the classroom. Almost identically, teachers in the national study assigned writing about 4.38 times per month (SD=6.14) where students were expected to write more than a paragraph.

In the Kansas study, participants used a Slider to mark time with the option to mark from 0 to 200 minutes.

Table 4.9
Teacher identification of writing trends in the classroom of focus

		National Study (Graham et al., 2014)	Kansas Study
1.	Teachers Taught Writing	32.51 minutes per week /about 6 minutes per day	39.32 minutes per week / about 8 minutes per day
2.	Students Write Outside of the Classroom	29.70 minutes per week	17.21 minutes per week
3.	Students Write In the Classroom	47.87 minutes per week	46.09 minutes per week
4.	Gave Writing Assignments requiring more than 1 paragraph	4.38 times per month	4.57 times per month

Table 4.10 and Table 4.11 show how often teachers in the disciplines have students engage in writing in class per week and the amount of time they teach writing per week, respectively. The national study indicated that students spent slightly more time in class writing nationally. However, the Kansas study indicated the teachers of Kansas taught slightly more minutes of writing instruction than in the national study.

Table 4.10
Student writing in class by discipline

Discipline	Minutes per week (National study) (Graham et al., 2014)	Minutes per week (Kansas study)
ELA	60	58.03
Social Studies	45	34.18
Science	Less than 25	33.92
Mathematics	NA	21.50
Electives	NA	36.71

Table 4.11
Teacher time spent teaching writing by discipline

Discipline	Minutes per week (National study) (Graham et al., 2014)	Minutes per week (Kansas study)
ELA	55	55.13
Social Studies	25	32.58
Science	Less than 10	15.08
Mathematics	NA	07.67
Electives	NA	19.00

Question 3: What evidence-based writing practices do Kansas' middle school teachers apply?

Survey items 32 (a-j) – 35 examine this question regarding evidence-based writing practices with two sets of scales: 1) a frequency scale using an eight-point Likert-type scale with options ranging from "Never (0)" to "Several times a day (7)," and 2) an eight-point Likert-type scale with options ranging from "Never (0)" to "Always (7)."

Table 4.12 presents information on how frequently teachers in the national study reported using 15 evidence-based writing practices, and Table 4.13 presents information on how frequently teachers in the Kansas study reported using the same 15 evidence-based writing practices. The *M* between the national study and the Kansas study is less than .50% for all strategies in the Kansas study except two: 11. Establish specific goals for writing and 13. Have students write using a word processor.

Table 4.12
Use of evidence-based writing practices by teachers from the national study

How often do you:	% Never (0)	% Several times a year (1)	% Monthly (2)	% Several times a month (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	% Several times a day (7)	*M*	SD
1. Have students study and imitate models of good writing (*n=113)	13.9	31.3	20.9	11.3	9.6	11.3	0.0	0.0	2.05	1.56
2. Teach strategies for writing paragraphs (n=114)	16.5	30.4	19.1	13.0	13.9	5.2	0.9	0.0	1.96	1.52
3. Teach sentence combining (n=114)	32.2	26.1	12.2	8.7	11.3	7.0	1.7	0.0	1.68	1.72
4. Teach strategies for planning (n=112)	6.1	36.5	16.5	15.7	12.2	7.8	2.6	0.0	2.26	1.55
5. Teach strategies for revising or editing (n=112)	18.3	27.0	17.4	17.4	10.4	6.1	0.9	0.0	1.96	1.54
6. Have students engage in inquiry/research to gather, organize, and analyze information/data for writing (n=112)	9.6	49.6	15.7	9.6	7.0	5.2	0.0	0.0	1.69	1.31
7. Provide praise/positive reinforcement for some aspect of students' writing (n=111)	2.6	10.4	8.7	15.7	19.1	15.7	20.0	0.0	3.94	1.83
8. Use direct instruction methods to teach basic writing skills (n=112)	15.7	22.6	13.9	7.8	14.8	12.2	8.7	1.7	2.65	2.04
9. Teach students how to summarize in writing what they read (n=114)	7.8	19.1	19.1	13.0	18.3	13.9	7.0	0.0	2.86	1.76
10. Have students use writing as a tool for helping them learn content information in	4.4	20.9	18.3	16.5	14.8	11.3	11.3	0.0	2.98	1.77

your class (n=112)										
How often do you:	% Never (0)	% (1)	% (2)	% (3)	% (4)	% (5)	%(6)	% Always (7)	*M*	SD
11. Establish specific goals for writing (n=114)	5.2	1.7	8.7	2.61	11.4	19.1	18.3	32.2	5.07	2.03
12. Have students work together to plan, draft, revise/edit a paper (n=114)	17.4	11.3	16.5	10.4	25.2	7.8	4.4	6.1	2.87	2.04
13. Have students write using word processing (n=113)	11.3	12.2	18.3	10.4	13.0	16.5	10.4	7.0	3.29	2.13
14. Have students complete a prewriting activity (n=113)	7.0	9.6	9.6	9.6	18.3	13.0	12.2	19.1	4.10	2.22
15. Use a process approach to writing instruction (n=112)	16.5	14.8	8.7	7.8	13.9	13.9	7.8	13.9	3.34	2.43

(Graham et al., 2014) *n=number of teachers responding to each question

Table 4.13
Use of evidence-based writing practices by teachers in Kansas

How often do you:	% Never (0)	% Several times a year (1)	% Monthly (2)	% Several times a month (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	% Several times a day (7)	*M*	SD
1. Have students study and imitate models of good writing (*n=111)	19.82	36.94	11.71	10.81	9.91	5.41	5.41	0.0	1.92	1.74
2. Teach strategies for writing paragraphs (n=111)	16.22	29.73	23.42	13.51	9.91	3.60	3.60	0.0	1.96	1.54
3. Teach sentence combining (n=111)	29.73	22.52	12.61	21.62	8.11	5.41	0.0	0.0	1.72	1.54
4. Teach strategies for planning (n=111)	12.61	32.43	16.22	19.82	11.71	4.50	2.70	0.0	2.10	1.52
5. Teach strategies for revising or editing (n=111)	18.02	27.03	19.82	15.32	9.01	7.21	3.60	0.0	2.06	1.65
6. Have students engage in inquiry/research to gather, organize, and analyze information/data for their writing (n=111)	15.32	33.33	19.82	17.12	9.91	2.70	1.80	0.0	1.88	1.43
7. Provide praise/positive reinforcement for some aspect of students' writing (n=111)	4.50	18.92	13.51	22.52	12.61	13.51	10.81	3.60	3.22	1.86
8. Use direct instruction methods to teach basic writing skills (n=110)	13.64	19.09	15.45	15.45	16.36	10.00	6.36	3.64	2.75	1.95
9. Teach students how to summarize in writing what they read (n=111)	6.31	27.03	12.61	18.92	20.72	10.81	3.60	0.0	2.68	1.62
10. Have students use writing as a tool for helping them learn content information in your class (n=110)	4.55	24.55	14.55	19.09	16.36	13.64	5.45	1.82	2.90	1.74

How often do you:	% Never (0)	% (1)	% (2)	% (3)	% (4)	% (5)	% (6)	% Always (7)	*M*	SD
11. Establish specific goals for writing (n=110)	15.45	12.73	14.55	10.91	10.00	10.91	6.36	19.09	3.47	2.54
12. Have students work together to plan, draft, revise/edit a paper (n=110)	19.09	15.45	13.64	20.91	14.55	10.00	3.64	2.73	2.58	1.97
13. Have students write using a word processing (n=110)	13.64	9.09	8.18	11.82	9.09	13.64	16.36	18.18	4.07	2.59
14. Have students complete a prewriting activity (n=110)	15.45	7.27	13.64	13.64	12.73	13.64	11.82	11.82	3.60	2.43
15. Use process approach to writing instruction (n=110)	19.09	11.82	10.91	9.09	10.00	14.55	10.00	14.55	3.45	2.59

*n= number of teachers responding to each question

Teachers in the Kansas study were also asked if they used any other writing practices with students (Survey items Q33 and Q35). Here is what the teachers typed with minor editing for punctuation and spelling.

- Understanding sentence structure through grammar/usage. Retelling, using vocabulary building skills, deep reading, poetry/poetic device used in writing, various delivery (video, student inquiry/discovery, group paragraph rough draft/evaluation).
- Daily bell work, I use COPS—Please police your work, C-capitalization, O-overall appearance (spacing, word size etc.), P-punctuation, S-spelling
- I provide extensive written feedback for any written material done as part of an assignment. This feedback will usually include strategies for writing

and on occasion examples of properly constructed written work applicable to the type of assignment being discussed.

- I allow my students to peer edit each other's papers several times a year.
- We use paraphrasing – weekly.
- I also use MAP data to find holes and needs for my students and my instruction. We test in the fall and in the spring. The data from the fall helps me shape and support my lessons for each student; the spring data helps me see what worked and what didn't.
- Daily writing to have them just write and become more comfortable with developing ideas and rough drafts.
- One-on-one evaluations with the teacher; reading – revision partners; "what's wrong with this" discussions; "recipe" documents with discussions
- Six Trait learning – embedded in almost all of my assignments.
- Sentence writing strategy.
- Basic grammar and grammar rules.
- "Writing to learn" strategies such as quick write, compare/contrast, summarize learning, write their own questions, write descriptions of steps needed to solve a problem.
- Grammar in context instruction: Caught'ya Grammar – Giggles in the Middle (completed daily)- Journal entries – 5 minute timed on-demand writing (once weekly) – writing tasks: narratives, expository writing for

different purposes, letter writing, persuasive writing, social awareness topics, research project (one major writing assignment per unit)-presentation speech writing (1/2 of 3rd quarter and all of 4th quarter).

- Online classroom assignments.
- We probably write paragraphs once every two weeks or so especially with the literature we are reading. We write essays once every 2 months.
- Institute for Excellence in Writing methodology…not a curriculum.
- DLR.
- "To do" lists daily or every other day; think alouds; debates.
- Some students prefer paper – I allow then to write on paper and use graphic organizers.
- Ratiocination – 4-5 times a year.
- RAFT writing.
- They keep a journal.

Question 4: What role does assessment play in instructional practices in writing in Kansas' middle schools?

Survey items 32 (k-n), 54-55, and 59 examine this question regarding the role of assessment on a Likert-type scale ranging from "Strongly disagree (1)" to "Strongly agree (6)" or ranging from "Never (1)" to "Several times a day (8)." These tables are broken into two parts for ease of analysis. Table 4.14, part 1 with the national study, and Table 4.15, part 1 with the Kansas study, shows similar data with all averages (*M*) having less than 1.0 difference between national and state. Table 4.16, part 2 with the national

study, and Table 4.17, part 2 with the Kansas study, all have an average (*M*) with more than 1.0 difference, except item 1.

Table 4.14
National assessment practices part 1

Variable	% Strongly disagree (1)	% Moderately disagree (2)	% Disagree slightly (3)	% Agree slightly (4)	% Moderately agree (5)	% Strongly agree (6)	*M*	SD
1. High stakes writing assessments have a positive impact (n=111).	17.1	10.8	27.0	23.4	14.4	7.2	3.29	1.48
2. I use high stakes writing assessments to shape my teaching (n=110).	24.5	12.7	12.7	16.4	18.2	15.5	3.37	1.81
3. I limit students' writing because of the time it takes to grade it (n=110).	22.7	10.0	11.8	22.7	23.6	9.1	3.42	1.69

(Graham et al., 2014)

Table 4.15
Kansas' assessment practices part 1

Variable	% Strongly disagree (1)	% Moderately disagree (2)	% Disagree slightly (3)	% Agree slightly (4)	% Moderately agree (5)	% Strongly agree (6)	*M*	SD
1. High stakes writing assessments have a positive impact (n=103).	22.33	34.95	18.45	15.53	5.83	2.91	2.56	1.30
2. I use high stakes writing assessments to shape my teaching (n=102).	24.51	24.51	27.45	15.69	5.88	1.96	2.60	1.28
3. I limit students' writing because of the time it takes to grade it (n=103).	12.62	15.53	11.65	33.98	20.39	5.83	3.51	1.44

Table 4.16
National assessment practices part 2

How often do you:	% Never (1)	% Several times a year (2)	% Monthly (3)	% Several times a month (4)	% Weekly (5)	% Several times a week (6)	% Daily (7)	% Several times a day (8)	*M*	SD
1. Use writing to assess learning of content material (n=114)?	0.9	10.6	23.0	22.1	19.5	16.8	7.1	0.0	3.25	1.50
2. Have students assess their writing (n=111)?	18.2	32.7	18.2	14.5	7.3	5.5	3.6	0.0	1.89	1.61
3. Assess students' writing (n=111)?	7.3	30.9	17.3	21.8	11.8	6.4	3.6	0.9	2.36	1.61
4. Use class writing assessment data to shape writing instruction (n=110)?	26.6	30.3	11.9	11.0	11.0	7.3	1.8	0.0	1.77	1.69

(Graham et al., 2014)

Table 4.17
Kansas' assessment practices part 2

How often do you:	% Never (1)	% Several times a year (2)	% Monthly (3)	% Several times a month (4)	% Weekly (5)	% Several times a week (6)	% Daily (7)	% Several times a day (8)	*M*	SD
1. Use writing to assess learning of content material (n=110)?	8.18	20.91	16.36	20.00	20.00	10.91	2.73	0.91	3.71	1.64
2. Have students assess their writing (n=110)?	25.45	21.82	17.27	18.18	10.00	4.55	2.73	0.00	2.90	1.63
3. Assess students' writing (n=109)?	10.09	19.27	14.68	18.35	18.35	11.01	8.26	0.00	3.82	1.78
4. Use class writing assessment data to shape writing instruction (n=109)?	25.69	21.10	22.02	12.84	10.09	4.59	2.75	0.92	2.90	1.69

Table 4.18
Comparing the M between the national study and the Kansas study

Variable	National *M*	Kansas *M*
High stakes writing assessments have a positive impact.	3.29	2.56
I use high stakes writing assessments to shape my teaching.	3.37	2.60
I limit students' writing because of the time it takes to grade it.	3.42	3.51
Use writing to assess learning of content material?	3.25	3.71
Have students assess their writing?	1.89	2.90
Assess students' writing?	2.36	3.82
Use class writing assessment data to shape writing instruction?	1.77	2.90

Question 5: How is technology used to support/teach writing in Kansas' middle schools?

Survey items 36-38 examine this question regarding technology with a six-point Likert-type scale with options ranging from "Never (0)" to "Daily (6)." Table 4.19 outlines the use of technology in the national study. The implementation of technology was absent from most middle school classrooms in regard to writing, as most teachers identified never or several times a year as the most they used technology to teach writing. The average (*M*) is very low.

Table 4.19
Use of technology to teach writing in the national study

	% Never (0)	% Several times a year (1)	% Monthly (2)	% Several times a month (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	*M*	SD
1. You use computer software or programs to teach writing?	68.7	11.3	5.2	8.7	3.5	0.9	0.0	0.67	1.21
2. You use computer software to grade students' writing?	85.2	6.1	2.6	2.6	1.7	0.0	0.0	0.27	0.79
3. Students use the internet to help them locate information for a writing assignment?	13.0	45.2	14.8	16.5	4.4	3.5	0.9	1.7	1.31
4. Students share their classroom writing with others via the Internet?	79.1	13.9	3.5	1.7	0.0	0.0	0.0	0.3	0.61
5. Students collaborate with others via the Internet when completing a writing assignment?	84.4	9.6	2.6	0.9	0.0	0.9	0.0	0.22	.68

(Graham et al., 2014)

In the national study (Graham, et. al., 2014), teachers gave the following as reasons for their limited use of technology in the classroom. They said lack of computers in the classroom was the number one reason (62%). This was followed by lack of software or programs at 32%, lack of computers in the school at 29%, lack of knowledge of technology and software 13%, and lack of Internet access at 6%.

Table 4.20 outlines the use of technology in the Kansas study. Even though the averages (*M*) in Kansas are low, they are all higher than in the national study.

Table 4.20
Use of technology to teach writing in the Kansas study

	% Never (0)	% Several times a year (1)	% Monthly (2)	% Several times a month (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	*M*	SD
1. You use computer software or programs to teach writing? (n=109)	61.47	13.76	7.34	6.42	4.59	2.75	3.67	1.02	1.65
2. You use computer software to grade students' writing? (n=109)	70.64	8.26	6.42	4.59	5.50	1.83	2.75	0.83	1.55
3. Students use the internet to help them locate information for a writing assignment? (n=108)	13.89	31.48	14.81	21.30	8.33	8.33	1.85	2.11	1.57
4. Students share their classroom writing with others via the Internet? (n=109)	55.96	17.43	11.01	7.34	4.59	2.75	0.92	0.99	1.43
5. Students collaborate with others via the Internet when completing a writing assignment? (n=108)	61.11	12.96	10.19	10.19	2.78	1.85	0.93	0.90	1.37

In addition to answering the identified survey items for frequency, Kansas' teachers typed the following as additional ways technology was being used with writing based on question number 37. (Q37: If you are using technology for writing in a way not listed here, please list the way(s) in which you are using technology with writing and identify frequency of use.) This list has only been edited for spelling and some punctuation.

- Assess through Google docs/comments. Teacher generated video to reinforce major content lessons. Handwrite all rough drafts=developmental necessity---then type in 2nd draft online for editing/revision. Longer assignments at least monthly----daily---weekly for everything else. Speech to text for dyslexic and ELL.
- Conferencing software is used daily, which also involves the on screen sharing of application software and whiteboard information.
- Use Google classroom to manage students writing assignments.
- We do not have the technology available to do any of the writing assignments listed above. I do not have computers in my classroom, and labs are used almost exclusively for testing.
- Sometimes I use Google Classroom for writing assignments and assess students that way.
- We use our Chromebooks for almost all writing projects.
- Graphic organizers, publishing, research-daily.
- Google docs and Google classroom. Some students use software to have material read and written for them.

- Document camera to show examples.
- Online dictionaries, online thesaurus, submitting and commenting through Google Classroom.
- Student feedback using seesaw and 6 trait rubrics.
- SmartBoard introduction lessons with guided practice.
- Online classroom assignments.
- Google Classroom- several times a month.

Kansas' teachers gave the following reasons for their limited use of technology in the classroom, which varied from the national study (Table 4.21). In the 2014 national study, 62% of participants said the number one reason they didn't use technology was because of the lack of computers in the classroom, whereas in the 2017 Kansas survey only about 16% said computers in the classroom were an issue. That is a difference of 46%. The lack of Internet access changed from 6% in 2014 to about 2% in 2017. In the Kansas study, 25.15% (marked 43 times) said that technology use is not limited in the classroom. Teachers in the Kansas survey were asked to mark as many reasons as were applicable to their situation. Therefore, we might say that if 110 (the average amount of respondents per questions) respondents participated in this question and 43 of those marked that technology use was not limited, those participants would probably not have marked any other category of limited technology use. Thus, almost half (about 40%) of the participants in the Kansas study did not have limited access to technology.

Table 4.21
Teachers' lack of technology use with writing

Reason for not using technology	National Study (Graham et al., 2014)	Kansas Study (teachers were asked to mark as many as were applicable, N=171)
1. Lack of computers in the classroom	62%	15.79%
2. Lack of software / programs	32%	16.37%
3. Lack of computers in the school	29%	08.19%
4. Lack of knowledge on technology use	(Combined with lack of knowledge on software / programs)	08.77%
5. Lack of knowledge on software / programs	13%	14.62%
6. Lack of Internet access	6%	01.75%
7. Other (specified in text below)	NA	09.36%
8. Technology is not limited in the classroom		25.15%

Participants in Kansas were asked to list different reasons for limited technology use not listed above. Here are the responses with minor editing for spelling.

- Computer lab is booked from January to May for testing and testing practice
- Cost
- Poor Internet performance
- Is it the best way to learn?
- Lack of time / huge class
- Mostly use paper/pencil
- Pearson writing evaluation program is NOT what was promised.
- Some students have computers and some do not

- Lack of time for content
- I teach PE
- PE
- iPad use only
- My belief that there are many times when to improve writing you need to actually write using paper / pencil.
- Lack of planning time to prepare this type of instruction
- Distance from classroom to computer carts (in another building)
- Not my cup of tea

Question 6: What types of writing do middle school teachers in Kansas assign? And Question 10: Do Kansas's teachers have students create technical, non-print, digital, and multi-modal texts of varying text types?

Survey items 40 and 41 examine these questions regarding writing assignments with a six-point Likert-type scale with options ranging from "Never (0)" to "Daily (6)." Table 4.22, describing the national study, show the five variables with the highest averages (*M*) in order from highest to lowest are writing a short answer response (M=4.04, SD=1.22), note taking (M=3.85, SD 1.47), completing worksheets (M=3.76, SD=1.44), writing in response to material read (M=3.47, SD=1.32), and writing to summarize (M=3.29, SD=1.37). Table 4.23, describing the Kansas study, show the five variables with the highest averages (*M*) in order from highest to lowest are note taking (M=3.47, SD 1.85), writing short answer responses (M=3.29, SD=1.93), completing

worksheets (M=3.01, SD 1.85), writing in response to material read (M=2.88, SD=1.70), and writing to summarize (M=2.86, SD=1.44).

Table 4.22
Type and frequency of writing assignments in the national study

Writing Assignment	% Never (0)	% Once or twice a year (1)	% Once every 2 months (2)	% Monthly (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	*M*	SD
1. Story (n=114)	37.7	31.6	13.2	13.2	3.5	0.9	0.0	1.16	1.22
2. Personal narrative (n=114)	32.5	32.5	10.5	19.3	2.6	2.6	0.0	1.35	1.32
3. Journal writing (n=114)	28.1	9.7	7.9	10.5	20.2	7.0	16.7	2.73	2.22
4. Poem (n=113)	44.7	34.2	8.8	8.8	2.6	0.0	0.0	0.89	1.06
5. List (n=114)	7.0	13.2	8.8	22.8	28.1	14.9	5.3	3.18	1.61
6. Book report (n=114)	43.9	24.3	12.3	17.5	0.9	0.9	0.0	1.10	1.22
7. Note taking (n=114)	5.3	2.6	7.9	13.2	37.7	23.7	9.7	3.85	1.47
8. Lab report (n=114)	53.5	8.8	6.1	16.7	9.7	5.3	0.0	1.36	1.69
9. PowerPoint presentation (n=114)	40.4	39.5	8.8	9.7	0.9	0.9	0.0	0.94	1.05
10. Research report (n=114)	15.8	58.8	13.2	11.4	0.9	0.0	0.0	1.23	0.88
11. Play (n=114)	73.7	21.1	0.9	2.6	1.8	0.0	0.0	0.38	0.79
12.Completing worksheets (n=114)	7.9	0.9	1.8	21.9	37.7	23.5	6.1	3.76	1.44
13. Copying text (n=114)	45.6	7.9	6.1	7.9	21.1	8.8	2.6	1.88	2.01
14. Social letters (n=113)	47.4	28.1	7.9	10.5	3.5	1.8	0.0	0.99	1.26
15. Autobiography (n=113)	57.0	32.5	5.3	3.5	0.9	0.0	0.0	0.58	0.82

Writing Assignments	% Never (0)	% Once or twice a year (1)	% Once every 2 months (2)	% Monthly (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	*M*	SD
16. Biography (n=114)	56.1	30.7	8.8	3.5	0.9	0.0	0.0	0.62	0.86
17. Writing to persuade (n=114)	17.5	40.4	18.4	14.0	7.9	1.8	0.0	1.60	1.25
18. Five paragraph essay (n=114)	27.2	28.1	16.7	20.2	6.1	0.9	0.9	1.56	1.36
19. Writing to describe (n=114)	3.5	19.3	14.9	30.7	21.1	9.7	0.9	2.79	1.37
20. Writing to summarize (n=114)	3.5	7.0	15.8	25.4	30.7	14.0	3.5	3.29	1.37
21. Writing in response to material read (n=114)	1.8	8.8	8.8	26.3	33.3	17.5	3.5	3.47	1.32
22. Newspaper article (n=114)	31.6	28.1	14.9	10.5	12.3	1.8	0.9	1.53	1.50
23. Cause and effect essay (n=113)	32.5	35.1	10.5	10.5	8.8	1.8	0.0	1.33	1.36
24. Compare and contrast essay (n=114)	17.5	36.8	11.4	19.3	11.4	3.5	0.0	1.81	1.42
25. Business letter (n=114)	60.5	30.7	5.3	3.5	0.0	0.0	0.0	0.52	0.76
26. Email (n=114)	81.6	9.7	1.8	2.6	1.8	2.6	0.0	0.41	1.09
27. Develop step-by-step instructions (n=114)	32.5	32.5	8.8	18.4	4.4	0.9	2.6	1.43	1.48
28. Write short answer responses (n=114)	2.6	0.9	5.3	13.2	46.5	20.2	10.5	4.04	1.22
29. Blog (n=114)	90.4	6.1	1.8	0.0	0.9	0.9	0.0	0.14	0.68
30. Student initiated writing assignment (n=114)	47.4	30.7	7.9	6.1	6.1	1.8	0.0	0.98	1.28

(Graham et al., 2014)

Table 4.23
Type and frequency of writing assignments in the Kansas study

Writing Assignment	% Never (0)	% Once or twice a year (1)	% Once every 2 months (2)	% Monthly (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	*M*	SD
1. Story (n=108)	30.56	43.52	12.04	11.11	0.93	1.85	0.00	1.14	1.11
2. Personal narrative (n=108)	25.00	43.52	11.11	9.26	8.33	2.78	0.00	1.41	1.33
3. Journal writing (n=106)	30.19	10.38	12.26	13.21	16.98	5.66	11.32	2.39	2.07
4. Poem (n=107)	35.51	45.79	7.48	8.41	2.80	0.00	0.00	0.97	1.01
5. List (n=107)	21.50	18.69	13.08	16.82	18.69	10.28	0.93	2.27	1.72
6. Book report (n=106)	54.72	21.70	12.26	10.38	0.94	0.00	0.00	0.81	1.06
7. Note taking (n=109)	10.09	10.09	6.42	15.60	27.52	14.68	15.60	3.47	1.85
8. Lab report (n=105)	73.33	6.67	4.76	5.71	5.71	1.90	1.90	0.77	1.50
9. PowerPoint presentation (n=107)	28.04	40.19	14.95	11.21	3.74	1.87	0.00	1.28	1.20
10. Research report (n=108)	27.78	45.37	14.81	8.33	2.78	0.93	0.00	1.16	1.06
11. Play (n=106)	68.87	17.92	5.66	3.77	1.89	0.94	0.94	0.58	1.13
12.Completing worksheets (n=109)	12.84	12.84	13.76	14.68	21.10	16.51	8.26	3.01	1.85
13. Copying text (n=106)	44.34	18.87	10.38	9.43	7.55	7.55	1.89	1.47	1.75
14. Social letters (n=107)	52.34	31.78	9.35	4.67	1.87	0.00	0.00	0.72	0.95
15. Autobiography (n=106)	59.43	30.19	4.72	3.77	1.89	0.00	0.00	0.58	0.89

Writing Assignments	% Never (0)	% Once or twice a year (1)	% Once every 2 months (2)	% Monthly (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	*M*	SD
16. Biography (n=107)	57.01	32.71	6.54	1.87	1.87	0.00%	0.00%	0.59	0.84
17. Writing to persuade (n=108)	26.85	29.63	20.37	17.59	4.63	0.93	0.00	1.46	1.24
18. Five paragraph essay (n=108)	29.63	28.70	19.44	14.81	5.56	1.85	0.00	1.44	1.30
19. Writing to describe (n=108)	12.96	18.52	24.07	24.07	11.11	5.56	3.70	2.33	1.54
20. Writing to summarize (n=109)	6.42	11.93	20.18	26.61	22.94	9.17	2.75	2.86	1.44
21. Writing in response to material read (n=109)	12.84	10.09	14.68	23.85	22.02	10.09	6.42	2.88	1.70
22. Newspaper article (n=108)	50.93	23.15	9.26	11.11	4.63	0.93	0.00	0.98	1.27
23. Cause and effect essay (n=108)	39.81	28.70	14.81	12.96	3.70	0.00	0.00	1.12	1.18
24. Compare and contrast essay (n=108)	30.56	33.33	16.67	15.74	3.70	0.00	0.00	1.29	1.16
25. Business letter (n=109)	72.48	16.51	5.50	5.50	0.00	0.00	0.00	0.44	0.83
26. Email (n=108)	47.22	16.67	11.11	9.26	4.63	4.63	6.48	1.47	1.87
27. Develop step-by-step instructions (n=107)	43.93	25.23	14.02	8.41	2.80	3.74	1.87	1.20	1.48
28. Write short answer responses (n=109)	15.60	6.42	8.26	15.60	22.02	21.10	11.01	3.29	1.93
29. Blog (n=109)	85.32	5.50	2.75	3.67	2.75	0.00	0.00	0.33	0.91
30. Student initiated writing assignment (n=109)	55.05	20.18	6.42	10.09	3.67	2.75	1.83	1.03	1.50

Participants in Kansas were asked to list different types of writing not listed above

(Survey item 41). Here are the responses with minor editing for spelling.

- Poetry---video interpretation, Literary analysis, Argument
- Critique - once a semester (once a year for us)
- I teach creative writing. We write all the time. Daily Writing prompts, poetry, and short stories are part of their assignments.
- Close reading responses
- We have a classroom Twitter account. They tweet responses.
- Online texting in online classroom.

Question 7: What adaptations do teachers in Kansas make for less skilled writers in middle school?

Survey items 43, 44 and 50-53 examine this question regarding adaptations with a six-point Likert-type scale with options ranging from "Never (0)" to "Daily (6)." Table 4.24, the data from the national study, identified the adaptations with highest averages (*M*) as: extra encouragement (*M*=4.14, SD=1.92), extra time to do writing assignments *(M*=3.14, SD=1.84), and extra capitalization / punctuation instruction (*M*=2.10, SD=2.10). Table 4.25, the data from the Kansas study, identifies the following adaptations with highest averages (*M*): extra encouragement (*M*=3.43, SD=2.22), extra time to do writing assignments (*M*=2.91, SD=2.13), and extra capitalization / punctuation instruction (*M*=2.43, SD=1.97). Overall, the averages (*M*) in the Kansas study are higher.

Table 4.24
Type and frequency of writing adaptations in the national study

Writing adaptation	% Never (0)	% Once or twice a year (1)	% Once every two months (2)	% Monthly (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	*M*	SD
1. Extra conferencing (n=113)	23.5	22.6	9.6	19.1	18.3	4.4	0.9	2.03	1.64
2. Extra opportunities to select own writing topic (n=112)	35.7	24.4	11.3	13.0	10.4	1.7	0.9	1.46	1.52
3. Extra grammar instruction (n=113)	35.7	12.2	7.0	11.3	20.9	6.1	5.2	2.09	1.99
4. Extra opportunities to compose via word processing (n=113)	42.6	20.0	10.4	11.3	8.7	3.5	1.7	1.40	1.63
5. Extra capitalization/punctuation instruction (n=113)	39.1	9.6	7.8	7.8	19.1	7.8	7.0	2.10	2.10
6. Extra mini-lessons (n=113)	38.3	14.8	6.1	12.2	17.4	8.7	0.9	1.85	1.87
7. Extra planning instruction (n=113)	33.0	14.8	6.1	12.2	17.4	8.7	0.9	1.86	1.72
8. Extra revising instruction (n=113)	24.4	27.8	7.8	13.0	18.3	5.2	1.7	1.96	1.71
9. Extra instruction in writing skills or strategies (n=113)	27.8	19.1	7.8	19.1	16.5	4.4	3.5	2.04	1.79
10. Extra instruction via technology (n=113)	63.5	13.0	7.8	4.4	6.1	1.7	1.7	0.87	1.48

Writing adaptation	% Never (0)	% Once or twice a year (1)	% Once every two months (2)	% Monthly (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	*M*	SD
11. Extra print or electronic sources of assigned writing topics (n=113)	41.7	23.5	10.4	7.0	8.7	3.5	1.7	1.32	1.61
12. Extra time to do writing assignments (n=112)	9.6	12.2	13.0	18.3	23.5	6.1	14.8	3.14	1.84
13. Extra instruction in spelling (n=113)	44.4	10.4	5.2	9.6	15.7	7.8	5.2	1.86	2.06
14. Extra instruction on sentence writing (n=113)	39.1	9.6	7.8	11.3	17.4	7.0	5.2	2.00	2.02
15. Extra instruction on text structure (n=111)	36.5	10.4	10.4	16.5	11.3	7.0	4.4	1.94	1.91
16. Extra opportunities to write with peer assistance (n=113)	34.8	13.9	13.9	16.5	10.4	5.2	3.5	1.83	1.79
17. Extra encouragement (n=113)	8.7	4.4	6.1	8.7	21.7	14.8	33.9	4.14	1.92
18. Extra instruction in how to compose in the discipline (n=112)	30.4	15.7	12.2	15.7	10.4	8.7	4.4	2.04	1.88
19. Alternative writing assignments (n=113)	27.0	20.9	11.3	20.9	9.6	4.4	4.4	1.96	1.74

(Graham et al., 2014)

Table 4.25

Type and frequency of writing adaptations in the Kansas study

Writing adaptation	% Never (0)	% Once or twice a year (1)	% Once every 2 months (2)	% Monthly (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	*M*	SD
1. Extra conferencing (n=103)	22.33	23.30	7.77	19.42	16.50	5.83	4.85	2.21	1.80
2. Extra opportunities to select own writing topic (n=102)	42.16	17.65	11.76	15.69	5.88	4.90	1.96	1.48	1.66
3. Extra grammar instruction (n=102)	30.39	14.71	10.78	17.65	12.75	8.82	4.90	2.14	1.90
4. Extra opportunities to compose via word processing (n=101)	33.66	9.90	9.90	18.81	12.87	9.90	4.95	2.17	1.95
5. Extra capitalization/punctuation instruction (n=102)	24.51	14.71	11.76	18.63	10.78	11.76	7.84	2.43	1.97
6. Extra mini-lessons (n=101)	37.62	14.85	5.94	18.81	11.88	6.93	3.96	1.89	1.89
7. Extra planning instruction (n=100)	35.00	14.00	10.00	22.00	11.00	3.00	5.00	1.89	1.80
8. Extra revising instruction (n=101)	33.66	15.84	7.92	23.76	10.89	4.95	2.97	1.89	1.76
9. Extra instruction in writing skills or strategies (n=98)	35.71	16.33	6.12	20.41	11.22	5.10	5.10	1.91	1.87
10. Extra instruction via technology (n=100)	50.00	12.00	6.00	11.00	13.00	6.00	2.00	1.51	1.84

Writing adaptation	% Never (0)	% Once or twice a year (1)	% Once every two months (2)	% Monthly (3)	% Weekly (4)	% Several times a week (5)	% Daily (6)	*M*	SD
11. Extra print or electronic sources of assigned writing topics (n=98)	46.94	11.22	12.24	11.22	10.20	5.10	3.06	1.54	1.80
12. Extra time to do writing assignments (n=101)	20.79	14.85	5.94	12.87	14.85	17.82	12.87	2.91	2.13
13. Extra instruction in spelling (n=99)	43.43	11.11	9.09	11.11	11.11	7.07	7.07	1.85	2.04
14. Extra instruction on sentence writing (n=99)	30.30	13.13	6.06	24.24	12.12	9.09	5.05	2.22	1.91
15. Extra instruction on text structure (n=100)	39.00	15.00	11.00	16.00	12.00	5.00	2.00	1.70	1.74
16. Extra opportunities to write with peer assistance (n=102)	34.31	20.59	7.84	12.75	11.76	9.80	2.94	1.88	1.87
17. Extra encouragement (n=102)	16.67	10.78	5.88	14.71	9.80	15.69	26.47	3.43	2.22
18. Extra instruction in how to compose in the discipline (n=101)	36.63	13.86	5.94	17.82	14.85	7.92	2.97	1.96	1.89
19. Alternative writing assignments (n=99)	34.34	21.21	9.09	11.11	11.11	7.07	6.06	1.89	1.93

Participants were asked if they made any adaptations for struggling writers not identified in the above list (survey item number 44). The following are the responses. The responses are edited for spelling and punctuation.

- Major content available to all students because I develop my own video (flipped classroom model). They can all watch/re-watch and see demo as much as they can or will.
- Dictate to paraprofessional.
- I also use collaboration on grammar sheets prior to group review.
- The term "extra" was very difficult to define and therefore made this section

difficult to answer. Does that mean "more" instruction than given to other students? Or were you simply implying a modification or adaptation with respect to that student? If you were asking if I provide MTSS time for writing, it is fairly limited to instruction in math and reading due to time limitations. If you are asking if struggling writers receive additional instruction in writing due to an IEP then yes that occurs, but not in my room/time.

- Instead of writing paragraphs to compare/contrast, students can choose to make a Venn diagram or use another graphic organizer.
- Extra practice and encouragement for special education need students-weekly.
- I read books with struggling students to help them determine a theme and write a thematic essay - at least once per semester. Essentially I am a writing partner to some students! My discipline is ELA, so all the writing work we do must touch another discipline for subject matter. Primarily I pull from social studies topics and current events because my students focus on argument writing twice each semester. Our language arts classes are only one semester long.
- Shortened assignments
- Para-educators provide modifications for IEP students when needed (on a regular basis).

Question 8: What are the beliefs and self-efficacy of Kansas' teachers with writing?

Survey items 46-59 examine this question with a six-point Likert-type scale with the options ranging from Strongly disagree (1) to Strongly agree (6). Some of the

responses from this section were also used to address other research questions. For example, item number 59, "I limit students' writing because of the time it takes to grade it," was also addressed in research question 4: What role does assessment play in instructional practices in writing in Kansas' middle schools?

These questions were asked in the national study, but the researchers did not provide details on each item. Table 4.26 shows the data collected from the Kansas study. The average (*M*) for this study was high in favor of "agree (5)" with each statement. Of these fourteen items, eleven items had an average (*M*) above 4.0 and three had averages (*M*) between 2.50 and 4.00.

Table 4.26
Beliefs and self-efficacy of Kansas' teachers with writing

Variable	% Strongly disagree (1)	% Disagree (2)	% Somewhat disagree (3)	% Somewhat agree (4)	% Agree (5)	% Strongly agree (6)	*M*	SD
1. Writing should be taught in all subjects (n=102).	1.96	1.96	1.96	19.61	32.35	42.16	5.05	1.09
2. Writing is important to success in middle school (n=103).	0.00	0.00	0.97	10.68	41.75	46.60	5.34	0.70
3. Writing is important to success in college (n=103).	0.00	0.00	0.00	1.94	23.30	74.76	5.73	0.49
4. Writing is important to occupational success (n=103).	0.00	0.00	1.94	11.65	39.81	46.60	5.31	0.75
5. I can teach writing to students who are below average writers (n=103)	1.94	1.94	5.83	35.92	27.18	27.18	4.66	1.11
6. I can teach writing to students who are average writers (n=103).	0.97	0.97	1.94	27.18	37.86	31.07	4.93	0.95
7. I can teach writing to students with special needs (n=103).	1.94	6.80	9.71	30.10	27.18	24.27	4.47	1.25
8. I can teach writing to students identified as English language leaners (n=101).	1.98	12.87	6.93	36.63	22.77	18.81	4.22	1.30

9. High stakes writing assessments have a positive impact on writing in my classroom (n=103).	22.33	34.95	18.45	15.53	5.83	2.91	2.56	1.30
10. I use high stakes writing assessment to shape my teaching (n=102).	24.51	24.51	27.45	15.69	5.88	1.96	2.60	1.28
11. I am a good writer (n=103).	0.97	1.94	5.83	16.50	41.75	33.01	4.95	1.03
12. It is my responsibility to teach writing (n=103).	0.98	1.96	5.88	23.53	32.35	35.29	4.90	1.07
13. I enjoy teaching writing (n=103).	6.80	6.80	19.42	27.18	21.36	18.45	4.05	1.42
14. I limit students writing because of the time it takes to grade it (n=103).	12.62	15.53	11.65	33.98	20.39	5.83	3.51	1.44

Examining research question eight by discipline, the following data emerged:

1. Writing should be taught in all subjects (n=102). ELA teachers were most likely to "strongly agree," followed by science and social studies (equal) and then math. Zero elective teachers "strongly agreed" with this statement.

2. Writing is important to success in middle school (n=103). ELA teachers were most likely to "strongly agree" with this statement, followed by science and social studies (equal) and then math. One elective teacher "strongly agreed" with this statement.

3. Writing is important to success in college (n=103). All disciplines overwhelmingly marked "agree" or "strongly agree." In addition, one teacher from ELA and one teacher from electives marked "somewhat agree." No one marked any of the disagree choices.

4. Writing is important to occupational success (n=103). ELA teachers were most likely to "strongly agree" with this statement, followed by math and then science teachers. Two ELA teachers marked "somewhat agree." Social studies and electives were least likely to mark "strongly agree."

5. I can teach writing to students who are below average writers (n=103). The order of teachers who "strongly agree" with this statement was (in this order) ELA, mathematics, social studies, and electives. No science teachers "strongly agreed" with this statement.

6. I can teach writing to students who are average writers (n=103). The order of teachers who "strongly agree" with this statement was (in this order) ELA, mathematics, social studies, and electives. No science teachers "strongly agreed" with this statement.

7. I can teach writing to students with special needs (n=103). The order of teachers who "strongly agree" with this statement was (in this order) ELA, mathematics, social studies, and electives. No science teachers "strongly agreed" with this statement.

8. I can teach writing to students identified as English language leaners (n=101). The order of teachers who "strongly agree" with this statement was (in this order) ELA, mathematics, social studies, and electives. No science teachers "strongly agreed" with this statement.

9. High stakes writing assessments have a positive impact on writing in my classroom (n=103). "Disagree" was the most marked choice for each discipline.

10. I use high stakes writing assessment to shape my teaching (n=102). ELA was the only discipline that marked "strongly agree." Most teachers "strongly disagree," "disagree," or "somewhat disagree."

11. I am a good writer (n=103). The order of teachers who "strongly agree" with this statement was (in this order) ELA, mathematics, science, and equally electives and social studies.

12. It is my responsibility to teach writing (n=103). The order of teachers who "strongly agree" with this statement was (in this order) ELA, social studies, and equally science, electives and mathematics.

13. I enjoy teaching writing (n=103). The order of teachers who "strongly agree" with this statement was (in this order) ELA, social studies, and electives. Science and mathematics did not have any teachers who marked "strongly agree."

14. I limit students writing because of the time it takes to grade it (n=103). The order of teachers who "strongly agree" with this statement was (in this order) ELA and mathematics (equally) and science and social studies (equally). Elective teachers did not have anyone who marked "strongly agree."

Question 9: Is the 6 Trait / 6 Trait +1 Writing Model of Instruction & Assessment being implemented as the main model of writing in the state of Kansas in middle schools?

Survey items 60 and 61 examine this question regarding model usage with a five-point Likert-type scale with options ranging from "Never (1)" to "Always (5)." The 6 Trait / 6 Trait +1 Writing Model was not examined on the national study. Table 4.27 describes the Kansas study responses.

Table 4.27
Kansas' teachers' use of the 6 Trait model

	% Never (1)	% Sometimes (2)	% About half the time (3)	% Most of the time (4)	% Always (5)	*M*	SD
I use the 6 Trait / 6 Trait +1 Writing Model to teach writing (n=103).	28.16	18.45	14.56	23.30	15.53	2.8	1.46
I use the 6 Trait / 6 Trait +1 Writing Model to assess student writing (n=103).	26.24	23.30	13.59	21.36	15.53	2.77	1.44

Chapter V Discussion

Brief Summary of Results

Overall, the data comparing middle school teachers on a national level to middle school teachers in Kansas is fairly consistent. However, the Kansas study included mathematics teachers and elective teachers, but only a small number of these teachers participated, so no conclusions can be drawn about these two groups specifically. The overall average of many variables is higher (usually more favorably) in the Kansas study than in the national study. This may be due to a shift away from NCLB and toward CCSS where writing has greater importance. In addition, differences can be identified in the technology section of the study for reasons not identified in this study.

Conclusions

Each research question will be discussed separately and recommendations for further research offered.

Question 1: Are middle school teachers in Kansas prepared to teach writing?

According to the teachers in this study of Kansas' middle school teachers, their teacher preparation program and the in-service they receive in district or on the job is not sufficient to teach writing. During pre-service training, about 54% of the teachers stated that they received no to minimal preparation, even though the average number of courses taken by teachers on how to teach writing was two. This seems consistent with what the literature is telling us about the inconsistencies of pre-service teacher education programs. Even though most teachers identified having taken at least two courses to teach writing, we don't know what the content or extent of that training entailed. About 64% teachers in the national study also indicated that they had no to minimal preparation in

pre-service training to teach writing. Interestingly, in the Kansas study all social studies and mathematics teachers said they had at least one course on how to teach writing. Two science, five elective, and ten ELA teachers said they had no courses on how to teach writing. Nineteen ELA teachers said they only had one course on how to teach writing.

A little over half (58.73%) of Kansas' teachers said that they received no to minimal preparation to teach writing during in-service or on-the-job training. Nationally, 44% of the teachers said they received no to minimal training during in-service or on-the-job training. As colleges and universities are not emphasizing training on how to teach writing, it seems that districts and school leaders are not either.

However, only 6.65% of teachers in the Kansas study took no courses on how to teach writing compared to 42% in the national study, so at least it appears Kansas (almost 86% of respondents in the Kansas study went to a Kansas institution, Table 4.6) pre-service education programs are changing requirements or at least offering options for pre-service teachers on how to teach writing. Additionally, teachers in the Kansas study marked higher in their personal efforts to learn to teach writing than in the national study, 82.54% and 57% respectively. The teachers surveyed in the Kansas study were all employed in a Kansas district, so I believe either districts or the state of Kansas must be making some type of impact on teacher beliefs with writing instruction for about 82% to be making personal efforts to learn to teach writing. Only 1.59% of the teachers in the Kansas survey marked they were giving no personal effort to learn to teach writing, and in Kansas those teachers were elective teachers. Nationally, 10% of teachers marked that they made no personal effort to learn to teach writing, and the discipline of these teachers is not identified in the national study. However, they must be either from the ELA, social

studies, or science discipline because the national study did not include elective or mathematics teachers.

As expected, consistent with the national study, the preparation and personal effort to learn to teach writing differed by discipline. ELA teachers received more adequate preparation and put in more personal effort than social studies, and social studies more than science, and science more than mathematics, and mathematics more than elective teachers. Even though the elective teacher sample from the Kansas study was small, it is important to note that from this group 43% or almost half of the teachers said they made no or minimal effort to teach writing.

With the current emphasis on writing in the KCCRS, teachers in Kansas, for the most part, marked that they are attempting to personally prepare themselves. However, higher education institutions and school leaders need to place a greater emphasis on assisting in the preparation of teachers' abilities to teach writing. This recommendation applies across disciplines. Additional research should be conducted to determine the preparation of elective and mathematics teachers on a national level. Also, as recommended in the national study, this study recommends a more detailed and thorough examination of pre-service and in-service training in regards to teacher preparation to teach writing. The findings of this study should be replicated and an observation component is recommended.

Additionally, researchers should examine teacher education programs across the nation for consistencies and inconsistencies.

Question 2: Whose responsibility is it to teach writing in middle school?

This study indicates that most teachers in Kansas somewhat agree, agree, or strongly agree that it is their responsibility to teach writing (91%) and that writing should be taught in all subjects (94%). Of course consistent with the national study, this did vary by discipline. In Kansas, 100% of the ELA teachers indicated it was their responsibility to teach writing, along with 91% of the science teachers, 87% of the mathematics teachers, 75% of the social studies teachers, and 67% of the elective teachers. The high percentage of teachers who are in agreement that teachers should be teaching writing in all disciplines and that it is their responsibility combined with the high percentage of teachers (82%) who say they are putting in personal effort to learn to teach writing is good news for Kansas' students. This may also show that teachers are becoming aware of the role literacy (Farrell & Cirrincione, 1984) and access to texts plays in learning the disciplines, even though messages from textbooks (Draper, 2002; Seibert & Draper, 2008) and teacher education programs (NRC, 2010) are still inconsistent.

"Pacing the curriculum for exceptional students with identified learning disabilities and for able learners is especially challenging in today's standards based environment" (McLeod, Fisher, & Hoover, 2003) because the amount of instructional time needed for student achievement often varies depending on the student. It is hard to determine if the amount indicated by the teachers in Kansas or in the national study is sufficient. The teachers in Kansas do seem to be somewhat consistent in amount of time teaching writing per week, time on in-class writing assignments, and on writing assignments given per month to the teachers in the national study. However, outside writing assignments differed. Kansas' teachers indicated they only had students write outside of class about 17 minutes per week compared to about 30 minutes from the

national study. More research needs to be done to determine optimal time teaching writing in class and on in-class writing assignments, as well as outside (homework) writing assignments. Some studies (Cooper, Robinson, & Patall, 2006; Kohn, 2006) have shown that homework is inconclusive regarding an increase in student achievement. However, we do know that the nature of writing is different than other homework in that often individuals need a certain environment (away from distractions, for example) for writing because it involves complex composing and critical thinking. Therefore, research needs to be done specifically on writing as homework.

When looking at the time spent on teaching writing and time spent on in-class writing assignments for specific disciplines, we find results consistent with the national study. In the Kansas study, ELA teachers spent an average of 11 minutes per day teaching writing, followed by social studies with 7 minutes per day, science with 3 minutes per day, mathematics with 2 minutes per day, and electives with 4 minutes per day. This is compared to the national study where ELA teachers spent an average of 11 minutes per day, social studies with 5 minutes per day, and science with less than 2 minutes per day. This does seem to suggest writing may not be happening to the extent required for student achievement. As indicated in the introduction, teachers may be spending time with writing but are unaware or are not making purposeful decisions to teach writing (Applebee, Lehr, & Auten, 1981).

However, if we combined these minutes by discipline and each student attended each discipline daily, we see that students are receiving on average 129 minutes per week total or 26 minutes per day total of writing instruction. Two hours a week could be a noteworthy amount of time on writing instruction if the teachers are collaborating on and

aligning lessons in professional learning teams, for example. Since one suggestion of Applebee, Lehr, and Auten (1981) was that the situation of writing needed to change and that writing needed to be taking place in all disciplines, maybe teachers need to be using a "new schedule," where a co-teaching model or project based learning model can be implemented. In these types of models, time in class (which would not follow a typical 45-60 minute period) could be combined with the expertise of various teachers. Therefore, content would not suffer as many teachers have expressed this as a reason not to teach writing in their disciplines (Farrell & Cirrincione, 1984).

Future research needs to explore the mismatch that continues to show in the data regarding time spent on writing and responsibility to teach writing. Additionally, alternatives to the standard middle school schedule need to be explored to determine ways to teach writing and content in the disciplines.

Question 3: What evidence-based writing practices do Kansas' middle school teachers apply?

According to the Kansas survey, middle school teachers in Kansas show similar practices with writing instruction to the teachers in the national study. The one column that showed the most changes from the national to the Kansas data is the "daily" column, with Kansas' teachers using six evidence-based practices more on a daily basis than the national teachers. These are a) having students study and imitate models of good writing, b) teaching strategies for writing paragraphs, c) teaching strategies for planning, d) teaching strategies for revising and editing, e) having students engage in inquiry/research to gather, organize, and analyze information/data for their writing, and f) having students write using a word processor (See Table 4.13 KS).

Teachers in the national study marked that they established goals more often than teachers in Kansas (Table 5.1 below).

The teachers in the national study provided praise or positive reinforcement for some aspect of student writing more often than the teachers in the Kansas study. Most of the teachers in Kansas study marked that they were providing praise or positive reinforcement "several times a year," "monthly," or "several times a month." Teachers in the national study seem to be more evenly distributed in their responses, but with most teachers marking that they provided praise or positive reinforcement with writing in the "daily" and "weekly" columns.

According to the *M*, teachers in the national and in the Kansas study used these five practices the most often: provide praise/positive reinforcement for some aspect of students' writing, establish specific goals for writing, have students write using a word processor, have students complete a prewriting activity, and use a process approach to writing instruction.

Comparing the Kansas teacher data to the effect size of the evidence-based practices (pp. 32-34 of this dissertation) identified by Graham and Perin (2007) we do not see an overall increase in the use of more effective strategies. By separating the data into two columns (column 1: "never, several times a year, monthly, and several times a month" and column 2: "weekly, several times a week, daily, and several times a day") we see the following data (Table 5.1) emerge as it is applied to effect size and how often Kansas' teachers are using each practice.

If teachers understood which strategies were predicted to increase student achievement in writing, based on reported effect size, we would expect that teachers

would be using those strategies more often. In most cases however, the teachers of Kansas are comparable to the teachers in the national study when asked about the use of evidence-based writing strategies.

Table 5.1

Use of evidence-based writing practices by Kansas and national teachers compared to effect size

How often do you:	% Never (0), several times a year (1), monthly (2), and several times a month (3) (National percentage in parentheses)	% Weekly (4), several times a week (5), daily (6), and several times a day (7) / always (7) (National percentage in parentheses)	Effect Size (Graham & Perin, 2007)
1. Have students study and imitate models of good writing.	79.28 Kansas (77.4)* National	20.73 Kansas (20.9) National	.25
2. Teach strategies for writing paragraphs.	82.88 (79)	17.11 (20)	.82
3. Teach sentence combining.	86.48 (79.2)	13.52 (20)	.50
4. Teach strategies for planning.	81.08 (74.8)	18.91 (22.6)	.82
5. Teach strategies for revising or editing.	80.19 (80.1)	19.82 (17.4)	.82
6. Have students engage in inquiry/research to gather, organize, and analyze information / data for their writing.	85.59 (84.5)	14.41 (12.2)	.32
7. Provide praise / positive reinforcement for aspect of students writing.	59 (37.4)	40.53 (54.8)	No effect size
8. Use direct instruction methods to teach basic writing skills.	63.63 (60)	36.36 (37.4)	.82
9. Teach students how to summarize in writing what they read.	64.87 (59)	35.13 (39.2)	.82
10. Have students use writing as a tool for helping them learn content information in your class.	62.74 (60.1)	36.99 (37.4)	.23
11. Establish specific goals for writing.	53.64 (18.21)	46.36 (81)	.70
12. Have students work together to plan, draft, revise /edit a paper.	69.09 (55.6)	30.92 (43.5)	.75
13. Have students write using word processing.	42.73 (52.2)	57.27 (46.90)	.55
14. Have students complete a prewriting activity.	50 (35.8)	50.01 (62.6)	.32
15. Use process approach to writing instruction.	50.91 (47.8)	49.10 (49.5)	.32

*National data in parentheses.

Teachers in the Kansas study were also given the opportunity to describe other practices they were using (pp. 74-76 of this dissertation). Of these 22 responses, most of the items listed are considered activities and not strategies. A strategy is a method or technique that a teacher uses during instruction to produce learning. An activity is what a teacher uses to deliver the strategy. For example, monitoring comprehension is a strategy, and this can be done through activities like exit slips or story maps. This description of practices and the analysis of frequency of use of the most effective evidence-based strategies leads me to believe that teachers do not fully understand which strategies to use and may in fact not be cognizant of effective strategies. In fact during the pilot stage of this study, the participants (described on p. 54 of this dissertation) expressed that they learned effective evidence-based writing strategies from taking the survey.

In agreement with the national study (Graham et al, 2014), more research is needed to determine why teachers do or do not use these evidence-based practices.

Question 4: What role does assessment play in instructional practices in writing in Kansas' middle schools?

When comparing the national data to the Kansas data (Tables 4.14, 4.15, 4.16, 4.17, and 4.18, pp. 77-80 of this dissertation), several inconsistencies emerge. When asked if high stakes writing assessments have a positive impact on writing in the classroom (survey item 54), only three teachers from the Kansas study "Strongly agreed." Those three were all ELA teachers. In fact, the average (*M*) between the national and Kansas data on this statement shows that the teachers in the Kansas study (*M*=2.56) disagree more with this statement than teachers in the national study (*M*=3.29).

When asked if high stakes writing assessments were used to shape teaching of writing (survey item 55), only two teachers from the Kansas study "Strongly agreed." Those two were ELA teachers. Again, similar to the data in question 54 on the survey, the national teachers (*M*=3.37) indicated they were more in agreement than the Kansas teachers (*M*=2.6) that they would use high stakes assessments to shape teaching.

From the analysis of these two statements, it appears high stakes assessments are not looked upon favorably by Kansas' teachers according to this study. This may be in part due to the length of time it takes to receive scores and feedback from the state (Graham et al., 2014). From my own teaching experience in Kansas, scores were not often disseminated to teachers until the following year because of time and cost to grade the assessments. With the new extended performance task linked to the CCSS, I would recommend a timely dissemination of results if teachers are expected to use the assessment as a tool. If results of the extended performance task are given to teachers in a timely manner, future research should include re-assessing these two variables.

When asked how often teachers had students assess their own writing, the teachers in the Kansas study had students assess writing more often (*M*=2.90) than in the national study (*M*=1.89). Teachers in the Kansas study, also, assessed their students' writing (*M*=3.82) more than the teachers in the national study (*M*=2.36). Additionally, teachers in the Kansas study marked that they were using classroom writing assessment data to shape writing instruction (*M*=2.90) more often than the teachers in the national study (*M*=1.77). These averages from the Kansas study, while we wish they were higher from the range of "never (0)" to "several times a day (7)," are at least encouraging that

the teachers are likely assessing writing, having students assess their writing, and using data from class writing assessments to shape instruction at least several times a month.

Since Kansas teachers in this study appear to have a more positive attitude about classroom writing assessment data than high stakes writing assessment data, I recommend future research examine the writing that the students are producing and the ways that teachers are using this data. Is it possible that these are more authentic writing pieces (Calfee & Miller, 2013) that are similar to the CCSS's extended performance task?

Two variables showed some consistency between the national and Kansas study. Teachers were asked if they limited students' writing because of the time it takes to grade it. On the scale from "Strongly disagree (1)" to "Strongly agree (6)," the average for the national study (M=3.42) and the Kansas study (M=3.51) only showed a 0.09 difference. This average is higher than anticipated, and further research should be conducted to find supports for the grading load student writing produces. Researchers should examine programs like Turnitin.com to see if these would be beneficial to help with the grading load.

Teachers were also asked if they use writing to assess content learning. The average between the national study (M=3.25) and the Kansas study (M=3.71) only showed a difference of 0.46. On a frequency scale from "Never (1)" to "Several times a day (8)," this average tells us that most teachers in Kansas are likely using writing to assess content learning at least monthly or several times a month. Future research should include examining why more teachers are not using writing to assess content learning, as well as what the predominant method is for assessing content learning.

It remains unclear if the link between writing assessment data is positive or negative for middle school teachers. It does appear that ELA teachers are more likely to use the data than other disciplinary teachers. However, the extent and quality of the instruction (Hillocks, 2002) still remain in question. Future research should include observations of instruction and the examination of student writing samples being used for classroom assessment and the measures or rubric these samples are being measured against.

Question 5: How is technology used to support/teach writing in Kansas' middle schools?

I am unable to compare national data to national data and/or state data to state data, to see if any changes have occurred over time nationally or within the state. I believe an overall shift in use of technology can be seen between the national data from 2014 to the Kansas data in 2017, which indeed may be due to the pace of dissemination. While most teachers are still marking "never," that number has decreased, and more teachers are tending to mark "monthly' and "weekly" for use of technology to teach writing. We do know that many current K-12 students and their teachers are digital natives (Prensky, 2001). This trend of having tech-savvy teachers entering the classroom will continue as technology continues to be an integral part in the life of all young adults in America (Perrin & Duggan, 2015).

Almost half of the teachers in Kansas marked that technology use was not an issue in their school. This is compared to the lack of computer hardware and software in the class or the school noted in the national survey. It is clear schools in Kansas are beginning to meet the demands of the digital age, but considerably more resources will

need to be devoted if the demands of the KCCRS and the current employment requirements (Sweeny, 2010) are to be met.

Question 6: What types of writing do middle school teachers in Kansas assign?

The data from the Kansas study was fairly consistent with the national study. The top five writing assignments given by teachers in both the Kansas and the national study were short answer responses, note taking, completing worksheets, writing in response to material read, and writing to summarize. These findings were also consistent with Applebee and Langer (2011b) and Kiuhara et al. (2009). These types of writing do not usually involve composing and using writing to understand content material. These skills are important for some types of writing needed in employment and with some technology (Sweeny, 2010).

The top seven writing assignments given by teachers in Kansas at least once or twice a year are story, personal narrative, poem, research report, PowerPoint presentation, biography, and compare / contrast essay. If students are writing all seven of these in each discipline, which according to the Kansas data would be rare, the amount of extensive composing would increase dramatically to 35 writing assignments a year. Therefore, research should be conducted to determine the amount and rigor of all writing assignments assigned to a student. I recommend a student survey because while one teacher may assign each of the seven writing assignments once a year, the frequency may change if we are looking at the students entire set of disciplinary teachers where each teacher may be assigning each assignment.

In the national study, the data showed that out of eight of the common writing assignments the different disciplines reported only two differences. Students took more notes in science and social studies than in ELA, but in ELA students did more journal writing. In the national study, the average teacher reported assigning 19 of the 30 different tasks at least once or twice a year. In the Kansas study, the average teacher assigned all 30 of the writing tasks at least once a year. In Kansas, the average ELA teacher assigned all 30 of the writing assignments at least once a year. The average social studies teacher assigned 19 out of the 30 writing assignments at least once a year. The average science teacher assigned 18 out of the 30 writing assignments at least once a year. The average mathematics teacher assigned 20 out of the 30 writing assignments at least once a year, and the average elective teacher assigned 29 out of the 30 writing assignments at least once a year. The main differences between the disciplines in the Kansas study are that the ELA teachers required more assignments that involved composing.

The top writing assignments assigned at least monthly by disciplinary teachers in Kansas are identified in Table 5.2.

Table 5.2
Top assignments given monthly listed by discipline

Discipline	Top assignments assigned at least monthly
ELA	Writing to describe
	Writing to summarize
	Writing to respond to material
	Short answer response
	Writing to persuade
	Note taking
Social Studies	Book report
	Research report
	Writing to describe
	Writing to summarize
	Compare / contrast essay
Science	Completing worksheets
	List
	Lab report
	Writing to summarize
	Writing to respond to material
Mathematics	Completing worksheets
	Writing to describe
	Writing to summarize
	Writing to respond to material read
Electives	Personal narrative
	Journal writing
	List
	PowerPoint presentation
	Student initiated writing assignments

Consistent with the national study, the assignments disciplinary middle school teachers assigned are similar. I expect, as did Graham et al. (2014), that the disciplinary teachers are applying the assignments in different ways and for different purposes, which should be expected. Observations need to be made to determine the rigor of the assignments in each discipline.

Question 7: What adaptations do teachers in Kansas make for less skilled writers in middle school?

In the national study average teachers reported applying 13 of the 19 different adaptations for struggling writers at least once a year. In Kansas, the average teacher reported applying at least one out of the 19 adaptations over the course of a year. All 19

adaptations were applied by at least one teacher over the course of the year. Consistent with the national study, the Kansas study applied most adaptations sparingly. The range of means on a 0-6 point Likert-type scale for adaptations in Kansas are 1.48 to 3.43, with only 1 adaptation above 3.0. The mean range on the national study is 1.40 to 4.14 with only 2 adaptations above 3.0. Most teachers are not providing consistent adaptations.

Most teachers in the national study and in the Kansas study provided extra encouragement followed by giving extra time to complete assignments. Interestingly, when examining adaptations by discipline, the average ELA teacher may use 19 out of 19 adaptations "several times a week," social studies teachers 3 out of 19, science teachers 7 out of 19, mathematics teachers 1 out of 19, and elective teachers 3 out of 19. Every student will have varying needs for adaptations (in content, frequency, and duration); therefore, consistent with the national (Graham et al. 2014) study, I recommend further research to determine when and how a teacher determines whether or not to apply an adaptation to struggling writers.

Item number 44 asked participants if they made any adaptations not identified in the survey. The following were identified and should be addressed in future research pertaining to adaptations for struggling writers: use of paraprofessionals/para-educators, use of Individual Education Plan (IEP)/only giving extra adaptations if IEP was in effect.

Question 8: What are the beliefs and self-efficacy of Kansas' teachers with writing?

Even though most teachers "agreed" with the statement "I am a good writer," most teachers don't enjoy teaching writing. Interestingly, a high number of teachers "strongly agreed" with the following four statements: Writing should be taught in all

subjects. Writing is important to success in middle school. Writing is important to success in college. Writing is important to occupational success. Teachers also "agreed" (32.35%) or "strongly agreed" (35.29%) that it was their responsibility to teach writing.

Between 30% and 40% of teachers marked a low level agreement ("somewhat agree") when asked about their ability to teach below average writers (35.92%), writers with special needs (30.10%), or ELL writers (36.63%).

Similar to Graham et al.'s (2014) regression analyses that showed that three teacher variables –teacher preparation, self-efficacy, and beliefs about the importance of writing – accounted for a statistically significant variance when looking at the reported use of evidence-based practices and reported use of adaptations, I conducted a similar analyses (Table 5.3).

A measure of overall reported use of evidence-based practices was obtained by computing an average of 15 evidence-based items (Mean = 2.70, SD = 1.42). Similarly, a measure of use of overall adaptations for struggling writers was obtained by calculating an average of 19 adaptations for struggling writers items (Mean = 2.08, SD = 1.51).

Regression analyses for reported use of evidence-based practices and adaptations included three teacher characteristic variables: Teacher preparation (Mean = 1.64, SD = 0.55), which included survey items 12, 14, and 15; self-efficacy (Mean = 4.55, SD = 0.91), which included survey items 50, 51, 52, 53, 56, and 58; and beliefs about the importance of writing (Mean = 5.27, SD = 0.62), which included survey items 46, 47, 48, 49, and 57. Similar to the national study, the teacher preparation variable was the average of the three items that assessed preparation from college, in-service, and personal efforts. The combinations of the other two variables were not specified in the national survey. I

chose which items were categorized as self-efficacy versus beliefs about writing based on the definition of each. Next, I confirmed and discussed the categorization decision with an Ed. Psych. doctoral student. We agreed on placements, with much discussion over the placement of "I enjoy teaching writing." (survey item 58). We placed it in the self-efficacy category based on previous experience with the term "enjoy" being used on self-efficacy scales.

The results of the two regression analyses are presented in Table 5.3. For evidence-based practices, the teacher characteristic variables accounted for 39% of the variance. Both teachers' self-efficacy and belief about the importance of writing were statistically significant in the prediction of the reported use of evidence-based practices. The national study reported all teacher characteristic variables were statistically significant to the reported use of evidence-based practices.

In regards to teacher adaptations for struggling writers, teacher characteristic variables accounted for 31% of the variance. Of the three teacher characteristic variables, only teachers' self-efficacy to teach writing was significant in the prediction of the reported use of adaptations for struggling writers. This finding is similar to the findings in the national study.

Table 5.3
Regression models: evidence based practices and adaptations for struggling writers

Predictor	*B*	*SE*	*t*
Evidence-based practices			
Importance of writing	0.727	0.250	0.005**
Preparation to teach writing	0.213	0.258	0.826
Self-efficacy to teach writing	0.518	0.179	2.905**
Adaptations for struggling writers			
Importance of writing	0.302	0.276	1.095
Preparation to teach writing	0.049	0.284	0.172
Self-efficacy to teach writing	0.788	0.197	4.002***

**P<.001 ***P<.00001~

Future research should continue to examine how self-efficacy, teacher beliefs, and teacher preparation affects the teaching of writing.

Question 9: Is the 6 Trait / 6+1 Trait Writing Model of Instruction & Assessment being implemented as the main model of writing in Kansas' middle schools?

The national study did not address question 9. However, survey items 60 and 61 did address teaching and assessing the 6 Trait / 6+1 Trait Writing Model in Kansas. Item 60, "I use the 6 Trait / 6 Trait+1 Model of writing to teach writing" (M=2.8, SD 1.46), and item 61, "I use the 6 Trait / 6 Trait+1 Model of writing to assess students writing" (M=2.77, SD=1.44) both identify an average that suggests that about half of the teachers may be using this model on a somewhat consistent basis. A substantial percentage of teachers marked "never" to both statements, 28.16% and 26.24%, respectively. Therefore, we know approximately -1/4 of teachers in this study are not using 6 Trait / 6+1 Trait Writing Model. For future research, I would recommend addressing this research question in a separate survey.

These data are sufficient preliminary data to determine more research is needed. If Kansas intends to keep the current 6 Trait / 6+1 Trait Writing Model wording in the KCCRS and expects teachers to use it, I recommend the depth and scope needs to be expanded to determine if teachers are using the 6 Trait / 6+1 Trait Writing Model as described by Education Northwest. Also, additional study needs to be conducted on how teachers define the frequency terms: "sometimes" and "most of the time."

The main model of writing in Kansas is inconclusive from this study. However, a small percentage of teachers (15.53% and 15.53%) indicated they are using the 6 Trait / 6 Trait+1 Writing model "always."

Question 10: Do Kansas's middle school teachers have students create technical, non-print, digital, and multi-modal texts of varying text types?

The national study did not address this question. The data to answer this research question is embedded within some of the other research questions. I will note this throughout the discussion of question ten.

Per research question six: While most teachers in Kansas are offering students opportunities to write in varying text types, the items specific to digital creation are minimal. Table 5.4 shows how disciplinary teachers' marked blog, email, and PowerPoint presentation for "never" and for "monthly."

Table 5.4
Digital assignments given by discipline

Discipline & Text	Number of teachers who marked "never" assigned	Number of teachers who marked assigned "monthly"
ELA Blog	50	3
ELA Email	26	6
ELA PowerPoint Presentation	15	4
Social Studies Blog	8	0
Social Studies Email	4	1
Social Studies PowerPoint Presentation	3	2
Science Blog	9	0
Science Email	8	0
Science PowerPoint Presentation	3	1
Mathematics Blog	15	0
Mathematics Email	8	2
Mathematics PowerPoint Presentation	8	2
Elective Blog	11	1
Elective Email	5	1
Elective PowerPoint Presentation	1	3

This seems consistent with data in research question five (Table 4.20), where the average for all questions asking about using technology to teach writing ranges from 0.83 to 2.11 on a six-point Likert-type scale. However, upon examining item number 37 (If you are using technology for writing in a way not listed here, please the way(s) in which you are using technology with writing and identify frequency of use.) and 41 (If your students engage in a different type of writing not listed above, please list those here.) where teachers are asked for additional information, some responses suggest that teachers are assigning digital assignments in ways not listed. Those digital assignments included publishing, document camera, classroom twitter, video interpretation, on-line text composure in online classroom, Google docs, conferencing software, Google classroom, and SeeSaw.

We know that technology-savvy teachers are beginning to enter the field of education. With this, I speculate we will see a move toward more digital writing assignments. For this study, it is possible the use of blogs, email, and PowerPoint presentations are no longer the dominant mode of technology use in the classroom; therefore, the question itself (Blog, email, and PowerPoint reference) would be outdated. It is going to be imperative going forward to disseminate any survey quickly for technology questions to remain relevant.

Question 11: How do Kansas' middle school teachers compare to the national study of equivalent teachers?

The teachers in the Kansas study are similar to the teachers in the national study. This comparison has been addressed via previous discussions.

Overview

My experience and the research literature identified a need to teach writing. With the conclusion of NCLB, research on writing is strongly needed due to its extended lack of emphasis. The use of the 6 Trait Model of writing in Kansas, which has been identified by KSDE as the official vehicle for teaching and assessing writing, has been reported to "never" be used by one fourth of the teachers. The use of technology to teach writing is limited. The use of writing across the disciplines is limited even though most teachers believe it is needed for success in middle school and should be taught in all subjects. Most teachers also believe it is necessary for success in college and in 21st Century careers.

Writing across the disciplines is most likely not occurring, other than in ELA, because teachers have had minimal or no pre-service (54%) and minimal or no in-service (59%) preparation to help them. However, a majority of the KS teachers (about 83%) are making efforts to learn how to teach writing on their own. This is probably the case because almost 41% indicated that they believed their students were "below average writers," and only about 36% teachers "somewhat agree" that they can teach these writers. Additionally, most teachers in the study received their training from Kansas' institutions.

Clearly these teachers need support. Specifically, they need support teaching the 11 evidence-based writing strategies, providing adaptations to struggling writers, using technology as a resource to teach writing, and increasing writing self-efficacy.

A prescription for pre-service and in-service teachers should include proven skills to give them evidence of positive learning outcomes from their students. If they are not prepared to teach writing and are not teaching writing, there can be no outcomes and no

change. Therefore, the bottom up change cannot and will not occur for most without the proper training. Administrators must implement the top-down change via professional development and the allocation of time to get change in writing moving. Finally, university teacher preparation programs need to provide more writing instruction to all disciplinary teachers, including mathematics and electives. In addition, teacher education programs should examine the courses pre-service teachers are taking from the liberal arts to determine the consistency and rigor of writing in these courses.

Limitations

The survey was based on the Social Exchange Theory because participants received data in exchange for their participation. However, limitations still remained because of the nature of the survey topic and the respondents' pressure to want to make their respective districts, schools, and/or grade-levels appear to be doing what was right. This was addressed by stating in the Informed Consent (Appendix C) and the directions at the beginning of the survey that respondents would not ever be individually identified. No respondents chose to take the Kansas survey on paper. Respondents were only identified by district, and district information was not identified in the Kansas research (the dissertation) by name. The district information was only asked in the survey in order to provide each participating district with its own information (the incentive for participating). For small districts that only had 3-9 middle school teacher participants, this may have felt threatening / undesirable to the teachers. Teachers may have feared that they would be viewed negatively if they didn't respond in a certain way.

Teacher self-reporting could have been a limitation, but some research (Bridge & Hiebert, 1985) has demonstrated that teachers can provide accurate descriptions of their

literacy practices. Therefore, in conjunction with the limitations of the national study, the findings should be replicated with observations of participating teachers in future design components.

Non-response error was potentially a limitation. Caution should be noted between the districts and/or teachers who choose to participate and those who did not.

The average amount of time (15-20 minutes) remained the same between the Kansas and national survey; however, participant knowledge and background of writing might have been a factor in an increased or decreased amount the time it took to complete the survey. The items in this survey were created by the descriptive text and tables from the national survey (Graham et al., 2014), but the interpretation of the logistical description of the survey may not have been exact. I had access to the original survey (Appendix B), and made every effort to replicate a similar survey according to the description to maintain the 15-20 minute response time, but my survey was digital and the original Graham et al. (2014) survey was paper.

The addition of the elective teachers may have increased the standard deviation and created outliers on some variables because the elective group generally had different responses than the other teachers (disciplinary teachers represented in the Kansas study: ELA 54.03%, Science 9.68%, Social Studies 12.10%, Math 12.90%, and electives 11.29%). This may be in part due to the nature of some elective courses that require minimal writing: e.g. physical education.

Recommendations for Future Research

Future research on writing should include observations and surveys of teachers and students. Observations need to be made to determine the level of rigor of writing

within each discipline. Also, a comparison between student output and teacher input should be made to determine the accuracy of the teacher participants in this study and the national study. Also, each research question (1-10) should be expanded to examine the depth of the writing experience. For example, teachers who are learning on their own are using what resources, how often, etc.

Additionally, an untapped area of writing curriculum might be occurring with mathematics and elective teachers. As the national study did not include these disciplines, it was impossible to make a comparison. This study did show that these two disciplines do teach writing, and most "strongly agree (6)" that writing should be taught in all subjects (M=5.05, SD=1.09).

Recommendation for Administrators

According to this survey, many teachers will learn the instruction needed to teach their students. I suggest examining current professional development models that allow teachers to select what they will be learning. In addition, I would advocate for a reexamination of the current daily schedule for middle school in favor of more flexibility to allow for interdisciplinary instruction.

Recommendation for Education Professors

According to the survey, most teachers in Kansas receive their education from Kansas' institutions. The course *Reading Across the Curriculum* is required course in most states in the United States, including Kansas. With the implementation of the CCSS, now is the time to push for a new requirement: writing. Most college programs require Comp I and Comp II for all students, but for education students who will be teaching the next generation, we need an added writing component to the curriculum.

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Appendix A

Middle School Writing Across the Disciplines: A Kansas Survey

Middle School Writing Across the Disciplines: A Kansas Study

Q4 Please identify your district of employment.

 101 ... NOT LISTED

Q5 Select all of the courses that you teach?

- ❑ Grade 6 English Language Arts
- ❑ Grade 6 Social Studies
- ❑ Grade 6 Science
- ❑ Grade 6 Math
- ❑ Grade 7 English Language Arts
- ❑ Grade 7 Social Studies
- ❑ Grade 7 Science
- ❑ Grade 7 Math
- ❑ Grade 8 English Language Arts
- ❑ Grade 8 Social Studies
- ❑ Grade 8 Science
- ❑ Grade 8 Math
- ❑ Grade 6, 7, and/or 8 Elective (Art, Music, PE, etc..)
- ❑ I don't teach any of these courses.

Q6 What is your gender?

- ❍ Male
- ❍ Female
- ❍ Other
- ❍ I choose not to respond

Q7 What is your ethnicity?

- Alaska Native
- American Indian/Native
- Asian/Asian American
- Black/African American
- Hispanic/Latino/Chicano
- Middle Eastern/Southwest Asian
- Native Hawaiian
- Pacific Islander
- White/European American
- A racial / ethnic identity not listed here
- Multiple ethnicities
- I choose not to respond

Q8 What is the number of years that you have been teaching?

0 10 20 30 40 50 60 70 80 90 100

Number of years teaching

Q9 What is your education level?

- Bachelor's degree
- Bachelor's degree +
- Master's degree
- Master's degree +
- Ph.D, Ed.D, Specialist

Q10 Did you receive your teacher education at a Kansas institution?

- Yes
- No

Q11 Which Kansas institution did you attend for teacher preparation?

_____

Q12 During your formal preparation at college, rate your overall preparedness to teach writing.

- ❍ no preparation
- ❍ minimal preparation
- ❍ adequate preparation
- ❍ extensive preparation

Q13 How many courses did you take on how to teach writing?

	0 5 10 15 20 25 30 35 40 45 50
How many COURSES?	

Q14 After college, rate your overall formal preparation to teach writing (in-service or professional development, etc..).

- ❍ no preparation
- ❍ minimal preparation
- ❍ adequate preparation
- ❍ extensive preparation

Q15 Rate your personal efforts to learn how to teach writing.

- ❍ no effort
- ❍ minimal effort
- ❍ adequate effort
- ❍ extensive efforts

Q16 Does the school where you teach have a comprehensive writing plan?

- ❍ Yes
- ❍ No

Q17 Does the school where you teach have common expectations for students' writing at each grade level?

- ❍ Yes
- ❍ No

Q18 Thinking About Your Class

Q19 Pick one class that best represents how you teach writing. Please think about this class for the rest of the survey. Which discipline are you representing?

- ❍ English Language Arts
- ❍ Social Studies
- ❍ Science
- ❍ Math
- ❍ Elective

Q20 Which grade level are you representing?

- ❍ 6th Grade
- ❍ 7th Grade
- ❍ 8th Grade

Q21 Of the one class that best represents how you teach writing in the content and grade level that you are representing, how many students are in this class?

	0 4 8 12 16 20 24 28 32 36 40
Click to write Choice 1	

Q22 How many of the students in this class receive special education services?

	0 4 8 12 16 20 24 28 32 36 40
Click to write Choice 1	

Q23 How many of the students in this class are English language learners?

0 4 8 12 16 20 24 28 32 36 40

Click to write Choice 1

Q24 Of the students in the identified class, what is the general level of student performance in writing?

- ❍ Below average
- ❍ Average
- ❍ Above average

Q25 How much time do students spend writing IN CLASS per week?

0 20 40 60 80 100 120 140 160 180 200

How many minutes per week?

Q26 How much time do students spend writing AT HOME per week (based on homework you have assigned for this class)?

0 20 40 60 80 100 120 140 160 180 200

How many minutes per week?

Q27 How much time do you spend teaching writing each week?

0 20 40 60 80 100 120 140 160 180 200

How many minutes per week?

Q28 How many assignments do you assign each month where students are expected to write <u>more than</u> a single paragraph?

	0 5 10 15 20 25 30 35 40 45 50
How many assignments per month?	

Q29 Do you use a commercial writing program?

- ❍ Yes
- ❍ No

Q30 What is the name of the commercial program?

_____

Q31 Evidence-Based Practices

Q32 How often do you:

	Never	Several times a year	Monthly	Several times a month	Weekly	Several times a week	Daily	Several times a day
Have students study and imitate models of good writing	❍	❍	❍	❍	❍	❍	❍	❍
Teach strategies for writing paragraphs	❍	❍	❍	❍	❍	❍	❍	❍
Teach sentence combining	❍	❍	❍	❍	❍	❍	❍	❍
Teach strategies for planning	❍	❍	❍	❍	❍	❍	❍	❍
Teach strategies for revising or editing	❍	❍	❍	❍	❍	❍	❍	❍
Have students engage in inquiry/research to gather, organize, and analyze information/data for their writing	❍	❍	❍	❍	❍	❍	❍	❍
Provide praise/positive reinforcement for some aspect of students' writing	❍	❍	❍	❍	❍	❍	❍	❍
Use direct instruction methods to teach basic writing skills	❍	❍	❍	❍	❍	❍	❍	❍
Teach students how to summarize in writing what they read	❍	❍	❍	❍	❍	❍	❍	❍
Have students use writing as a tool for helping them learn content information in your class	❍	❍	❍	❍	❍	❍	❍	❍
Use writing to assess learning of content material	❍	❍	❍	❍	❍	❍	❍	❍

Have students assess their writing	❍	❍	❍	❍	❍	❍	❍	❍
Assess students' writing	❍	❍	❍	❍	❍	❍	❍	❍
Use class writing assessment data to shape writing instruction	❍	❍	❍	❍	❍	❍	❍	❍

Q33 If you are using any other writing practices with your students, please list those here and identify the frequency of use.

_____

_____

_____

_____

_____

Q34 How often do you:

	Never							Always
Establish specific goals for writing	❍	❍	❍	❍	❍	❍	❍	❍
Have students work together to plan, draft, revise/edit a paper	❍	❍	❍	❍	❍	❍	❍	❍
Have students write using word processing	❍	❍	❍	❍	❍	❍	❍	❍
Have students complete a prewriting activity	❍	❍	❍	❍	❍	❍	❍	❍
Use a process approach to writing instruction	❍	❍	❍	❍	❍	❍	❍	❍

Q35 If you are using any other writing practices with your students, please list those here and identify frequency of use.

_____

_____

_____

_____

_____

Q36 How often do you:

	Never	Several times a year	Monthly	Several times a month	Weekly	Several times a week	Daily
Use computer software or programs to teach writing	❍	❍	❍	❍	❍	❍	❍
Use computer software to grade students' writing	❍	❍	❍	❍	❍	❍	❍
Have students use the Internet to help them locate information for a writing assignment	❍	❍	❍	❍	❍	❍	❍
Have students share their classroom writing with others via the Internet	❍	❍	❍	❍	❍	❍	❍
Have students collaborate with others via the Internet when completing a writing assignment	❍	❍	❍	❍	❍	❍	❍

Q37 If you are using technology for writing in a way not listed here, please list the way(s) in which you are using technology with writing and identify frequency of use.

_____

_____

_____

_____

_____

Q38 Reasons for limited use of technology in the classroom: (mark all that apply)

- ❑ Lack of computers in the classroom
- ❑ Lack of software / programs
- ❑ Lack of computers in the school
- ❑ Lack of knowledge on technology use
- ❑ Lack of knowledge on software / programs
- ❑ Lack of Internet access
- ❑ Other- please identify _____
- ❑ Technology is not limited in the classroom

Q39 Types of Writing Assignments

Q40 How often do students engage in the following types of writing assignments?

	Never	Once or twice a year	Once every 2 months	Monthly	Weekly	Several times a week	Daily
Story	❍	❍	❍	❍	❍	❍	❍
Personal narrative	❍	❍	❍	❍	❍	❍	❍
Journal writing	❍	❍	❍	❍	❍	❍	❍
Poem	❍	❍	❍	❍	❍	❍	❍
List	❍	❍	❍	❍	❍	❍	❍
Book report	❍	❍	❍	❍	❍	❍	❍
Notetaking	❍	❍	❍	❍	❍	❍	❍
Lab Report	❍	❍	❍	❍	❍	❍	❍
PowerPoint presentation	❍	❍	❍	❍	❍	❍	❍
Research report	❍	❍	❍	❍	❍	❍	❍
Play	❍	❍	❍	❍	❍	❍	❍
Completing worksheets	❍	❍	❍	❍	❍	❍	❍
Copying text	❍	❍	❍	❍	❍	❍	❍
Social letters	❍	❍	❍	❍	❍	❍	❍
Autobiography	❍	❍	❍	❍	❍	❍	❍
Biography	❍	❍	❍	❍	❍	❍	❍
Writing to persuade	❍	❍	❍	❍	❍	❍	❍
Five paragraph essay	❍	❍	❍	❍	❍	❍	❍
Writing to describe	❍	❍	❍	❍	❍	❍	❍
Writing to summarize	❍	❍	❍	❍	❍	❍	❍
Writing to respond to material read	❍	❍	❍	❍	❍	❍	❍
Newspaper Article	❍	❍	❍	❍	❍	❍	❍
Cause and effect essay	❍	❍	❍	❍	❍	❍	❍
Compare and	❍	❍	❍	❍	❍	❍	❍

contrast essay							
Business letter	❍	❍	❍	❍	❍	❍	❍
Email	❍	❍	❍	❍	❍	❍	❍
Develop step-by-step instructions	❍	❍	❍	❍	❍	❍	❍
Write short answer responses	❍	❍	❍	❍	❍	❍	❍
Blog	❍	❍	❍	❍	❍	❍	❍
Student initiated writing assignments	❍	❍	❍	❍	❍	❍	❍

Q41 If your students engage in a different type of writing NOT listed above, please list those here. Please also indicate the frequency.

_____

_____

_____

_____

_____

Q42 Adaptions for Struggling Writers

Q43 How often do you make adaptions for struggling writers in your class?

	Never	Once or twice a year	Once every 2 months	Monthly	Weekly	Several times a week	Daily
Extra conferencing	❍	❍	❍	❍	❍	❍	❍
Extra opportunities to select own writing topics	❍	❍	❍	❍	❍	❍	❍
Extra grammar instruction	❍	❍	❍	❍	❍	❍	❍
Extra opportunities to compose via word processing	❍	❍	❍	❍	❍	❍	❍
Extra conventions (capitalization/punctuation) instruction	❍	❍	❍	❍	❍	❍	❍
Extra mini-lessons	❍	❍	❍	❍	❍	❍	❍
Extra planning instruction	❍	❍	❍	❍	❍	❍	❍
Extra revising instruction	❍	❍	❍	❍	❍	❍	❍
Extra instruction in writing skills or strategies	❍	❍	❍	❍	❍	❍	❍
Extra instruction via technology	❍	❍	❍	❍	❍	❍	❍
Extra print or electronic sources of assigned writing topics	❍	❍	❍	❍	❍	❍	❍
Extra time to do writing assignments	❍	❍	❍	❍	❍	❍	❍
Extra instruction in spelling	❍	❍	❍	❍	❍	❍	❍
Extra instruction on sentence writing	❍	❍	❍	❍	❍	❍	❍
Extra instruction on text structure	❍	❍	❍	❍	❍	❍	❍
Extra opportunities to write with peer assistance	❍	❍	❍	❍	❍	❍	❍
Extra encouragement	❍	❍	❍	❍	❍	❍	❍
Extra instruction in how to compose in the discipline	❍	❍	❍	❍	❍	❍	❍
Alternative writing assignments	❍	❍	❍	❍	❍	❍	❍

Q44 If you make adaptions for struggling writers in your class not identified above, please list those here. Please also indicate frequency.

_____

_____

_____

_____

_____

Q45 Beliefs, Attitudes, and Practices

Q46 Writing should be taught in all subjects.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q47 Writing is important to success in middle school.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q48 Writing is important to success in college.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q49 Writing is important to occupational success.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q50 I can teach writing to students who are below average writers.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q51 I can teach writing to students who are average writers.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q52 I can teach writing to students with special needs.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q53 I can teach writing to students identified as English language learners.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q54 High stakes writing assessments have a positive impact on writing in my classroom.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q55 I use high stakes writing assessments to shape my teaching.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q56 I am a good writer.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q57 It is my responsibility to teach writing.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q58 I enjoy teaching writing.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q59 I limit students' writing because of the time it takes to grade it.

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Q60 I use the 6 Trait / 6 Trait +1 Writing Model to teach writing.

- Never
- Sometimes
- About half the time
- Most of the time
- Always

Q61 I use the 6 Trait / 6 Trait +1 Writing Model to assess student writing.

- Never
- Sometimes
- About half the time
- Most of the time
- Always

Q66 I feel like this survey accurately reflects my writing experience.

- Yes
- No

Q67 What information is missing to accurately reflect your overall experience with writing?

_____

_____

_____

_____

_____

End of Block: Kansas Writing Survey

Appendix B

Writing Survey Middle School Grade 6-8

SECTION I: Please complete the following questions

A. PERSONAL CHARACTERISTICS

1. Please circle your **gender**: male female 2. How many **years have you taught**? _____

3. Please circle your ethnicity: Hispanic Black White Asian Other

4. Please circle your highest educational level:

Bachelor's Bachelor's + Master's Master's + Doctorate

5. Are you primarily a: ☐ Language Arts Teacher ☐ Science Teacher ☐ Social Studies Teacher

☐ Other Type of teacher- Please specify: _____

B. YOUR PREPARATION TO TEACH WRITING (mark the most appropriate answer)

6. How much formal preparation in **how to teach writing** did you receive **during college**?

☐ None ☐ Minimal ☐ Adequate ☐ Extensive

7. How **many courses on how to teach writing** did you take **in college**? _____

8. How much formal preparation in **how to teach writing** did you receive **after college** (e.g., assistance from another teacher, in-service preparation at your school, and so forth)?

☐ None ☐ Minimal ☐ Adequate ☐ Extensive

9. How much preparation did you **undertake on your own** to learn to **teach writing**?

☐ None ☐ Minimal ☐ Adequate ☐ Extensive

C: WRITING INSTRUCTION AT YOUR SCHOOL

10. Does your school have a comprehensive plan for teaching writing? ☐ Yes ☐ No ☐ Don't Know

11. Has your school established common expectations for students' writing at each grade level?

☐ Yes ☐ No ☐ Don't Know

SECTION II: Please complete the following questions

PLEASE PICK JUST ONE CLASS TO DESCRIBE BELOW (THIS SHOULD BE THE CLASS THAT YOU FEEL BEST REPRESENTS HOW YOU TEACH WRITING IN YOUR PRIMARY CONTENT AREA- YOU IDENTIFIED THIS CONTENT AREA IN QUESTION 5 SECTION I ABOVE (e.g., language arts, science, social studies)

1. How many students are in your classroom? _____ What grade is this class? _____

2. How many students in your classroom receive special education services? _____

3. How many students in your classroom are English Language Learners? _____

4. How many students in your classroom are: _____ Hispanic _____ White

_____ Black _____ Asian _____ Other

5. What is your assessment of the overall writing achievement level of all students in your class? Write the percentage of students who fit within each classification. The combination of your answers should total 100%.

____percent of students who are **above average** writers (writes 1 grade or more above current grade placement)

____percent of students who are **below average** writers (writes 1 grade or more below current grade placement)

____percent of students who are **average** writers (writes at grade level)

6. During a**n average week**, how **many minutes** do your students **spend writing <u>in class</u>**? (This does not include instruction. **It does include time spent planning, drafting, revising and editing text that is paragraph length or longer**).

_____

7. During an **average week**, how **many minutes <u>outside of class</u> (home study halls, etc.)** do you think students spend **<u>completing writing assignments that you assigned</u>**?

_____

8. During an average week, how many minutes do you spend teaching writing? **(This only includes time where you directly teach writing skills, processes or knowledge).**

_____

9. During an average month how often do you ask students to work on writing assignments where they are expected to **write more than a single paragraph** (indicate "0" if you do not do this at least once a month).

_____

10. Do you use a commercial program to teach writing? _____ Yes _____ No

What programs?

ANSWER THE QUESTIONS BELOW FOR THE CLASSROOM YOU JUST DESCRIBED ABOVE

1. Circle how often you have students **study and then imitate models of good writing.**

Never	Several Times a Year	Monthly	Several Times a Month	Weekly	Several Times a Week	Daily	Several Times a Day

2. Circle how often you teach students **strategies for writing paragraphs**.

Never | Several Times a Year | Monthly | Several Times a Month | Weekly | Several Times a Week | Daily | Several Times a Day

3. Circle how often you **use sentence combining procedures** to teach students how to write complex sentences.

Never | Several Times a Year | Monthly | Several Times a Month | Weekly | Several Times a Week | Daily | Several Times a Day

4. Circle how often you teach students **how to summarize in writing what they read.**

Never | Several Times a Year | Monthly | Several Times a Month | Weekly | Several Times a Week | Daily | Several Times a Day

5. Circle how often you **use writing to assess student learning of information of material from your course.**

Never | Several Times a Year | Monthly | Several Times a Month | Weekly | Several Times a Week | Daily | Several Times a Day

6. Circle how often you **establish specific goals or guidelines for what students are to include in their written assignments.**

0 1 2 3 4 5 6 7

Never | Half The Time | Always

7. Circle how often students **work together (collaborate) to plan, draft, revise and edit a paper.**

0 1 2 3 4 5 6 7

Never | Half The Time | Always

8. Circle how often students **complete writing assignments using word processing.**

0 1 2 3 4 5 6 7

Never | Half The Time | Always

9. Circle how often you have students **complete a prewriting activity (e.g., read about the topic or complete a graphic organizer) before starting a writing assignment.**

0 1 2 3 4 5 6 7

Never | Half The Time | Always

10. Circle how often you **provide written feedback on students' papers.**

0 1 2 3 4 5 6 7

Never | Half The Time | Always

11. Circle how often you **use a process approach to writing instruction in your classroom** (at a minimum this includes students engaging in cycles of planning, drafting and revising while writing; writing for real purposes, creating a supportive environment, and treating writing as a social activity where students work collaboratively with peers and the teacher).

0 1 2 3 4 5 6 7

Never Half The Time Always

12. Circle how often you teach students **strategies for planning (with the goal of students using strategies independently).**

Never Several Times a Year Monthly Several Times a Month Weekly Several Times a Week Daily Several Times a Day

13. Circle how often you teach students **strategies for revising or editing their writing (with the goal of students using the strategies independently).**

Never Several Times a Year Monthly Several Times a Month Weekly Several Times a Week Daily Several Times a Day

14. Circle how often you have students **engage in inquiry/ research activities when writing a paper where they must gather, organize and analyze information or data.**

Never Several Times a Year Monthly Several Times a Month Weekly Several Times a Week Daily Several Times a Day

15. Circle how often you provide individual students with **verbal praise or positive reinforcement for some aspect of their writing.**

Never Several Times a Year Monthly Several Times a Month Weekly Several Times a Week Daily Several Times a Day

16. Circle how often you have students **assess their own writing performance (e.g., with rubrics, checklists, or other assessments).**

Never Several Times a Year Monthly Several Times a Month Weekly Several Times a Week Daily Several Times a Day

17. Circle how often you **assess students' writing performance (e.g., with rubrics, checklists or other assessments).**

Never Several Times a Year Monthly Several Times a Month Weekly Several Times a Week Daily Several Times a Day

18. Circle how often you use **classroom writing assessment data as a guide for shaping writing instruction in your classroom.**

Never Several Times a Year Monthly Several Times a Month Weekly Several Times a Week Daily Several Times a Day

19. Circle how often you have students use **writing as a tool for helping them learn content information in your class.**

Never | Several Times a Year | Monthly | Several Times a Month | Weekly | Several Times a Week | Daily | Several Times a Day

20. Circle how often you use **direct instruction methods (modeling, guided practice, and review) to teach basic writing skills (grammar, usage, spelling, etc.).**

Never | Several Times a Year | Monthly | Several Times a Month | Weekly | Several Times a Week | Daily | Several Times a Day

21. Circle how often you use **computer software or programs to teach writing to your students.**

Never | Several Times a Year | Monthly | Several Times a Month | Weekly | Several Times a Week | Daily | Several Times a Day

22. Circle how often you use **computer software to grade students' writing.**

Never | Several Times a Year | Monthly | Several Times a Month | Weekly | Several Times a Week | Daily | Several Times a Day

23. Circle how often your students use the **internet to help them locate information for a writing assignment.**

Never | Several Times a Year | Monthly | Several Times a Month | Weekly | Several Times a Week | Daily | Several Times a Day

24. Circle how often your students **share their classroom writing with others via the internet.**

Never | Several Times a Year | Monthly | Several Times a Month | Weekly | Several Times a Week | Daily | Several Times a Day

25. Circle how often your students **collaborate with others via the internet when completing a writing assignment.**

Never | Several Times a Year | Monthly | Several Times a Month | Weekly | Several Times a Week | Daily | Several Times a Day

26. Check each item that **limits your use of technology for writing or teaching writing in your class.**

☐ Lack of computers in my class ☐ Lack of computers in the school ☐ Internet access

☐ I do not have access to needed software/programs ☐ I lack the knowledge to use technology/software

☐ Other- Please specify: _____

_____

SECTION III: Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate letters to the right of each statement. Responses range from:

SD- Strongly Disagree	**AS- Agree Slightly**
MD- Moderately Disagree	**MA- Moderately Agree**
DS- Disagree Slightly	**SA- Strongly Agree**

1. It is my responsibility to teach students how to write.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
2. I know how to teach writing to English Language Learners.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
3. Writing should be taught in all subjects.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
4. I know how to teach writing to students with special needs.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
5. Writing is a subject I enjoy teaching.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
6. I know how to teach writing to above average writers.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
7. I use findings from high stakes writing assessments (district or state) to shape how I teach writing.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
8. I am a good writer.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
9. I know how to teach writing to below average writers.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
10. I limit how often my students write because of the time it takes me to grade their writing.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
11. Writing is essential to middle school success.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
12. Writing is essential to college success.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
13. Writing is essential to success in the world of work.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**
14. High stakes writing assessments (district or state) have a positive impact on my writing program.	**SD**	**MD**	**DS**	**AS**	**MA**	**SA**

SECTION IV: Writing Assignments

Please circle how often you ask students to produce these kinds of text. If you never do this kind of activity, circle never.

1. Story	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
2. Personal narrative	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
3. Journal writing	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
4. Poem	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
5. Lists	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
6. Book report	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
7. Lab report	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
8. Power point presentation	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
9. Research report	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
10. Play	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
11. Completing worksheets	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
12. Copying text	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
13. Social letters	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
14. Autobiography	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
15. Biography	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
16. Writing to persuade	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily

17. 5-paragraph essay	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
18. Writing to describe	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
19. Writing to summarize	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
20. Writing in response to material read	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
21. Newspaper article	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
22. Note taking	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
23. Cause and effect essay	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
24. Compare and contrast essay	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
25. Business letter	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
26. Email	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
27. Develop step by step instructions	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
28. Write short answer responses	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
29. Blog	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
30. Student initiated writing assignment	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily

If you do other kinds of writing assignments, write each below and then circle how often you do them.

1._____.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
2._____.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
3._____.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
4._____.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily

SECTION V: Please indicate how often you do the following with struggling writers in your class. The term "provide extra" means that you do this more often with struggling writers than you do with your other students. If you do not do the listed item with any children in your class, circle "never." If you do the listed item with all children equally circle "never." When you do "provide extra" for struggling writers, indicate how often this occurs by circling one of the other markers (i.e., several times a year, monthly, several times a month, weekly, several times a week, daily).

1. Provide extra conferencing.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
2. Providing extra opportunities to select own writing topics.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
3. Provide extra grammar instruction.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
4. Provide extra capitalization/ punctuation instruction.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
5. Provide extra mini-lessons.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
6. Provide extra planning instruction.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
7. Provide extra revising instruction.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
8. Provide additional instruction to reteach writing skills or strategies.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
9. Provide extra opportunities to compose via word processing.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
10. Provide extra writing instruction via technology.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily

11. Provide extra print or electronic sources for assigned writing topics.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
12. Provide extra time to do writing assignments.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
13. Provide extra spelling instruction	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
14. Provide extra instruction on sentence writing.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
15. Provide extra instruction on text text structure.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
16. Provide additional opportunities to write with peer assistance.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
17. Provide extra encouragement.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
18. Provide extra instruction in how to compose in the discipline.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
19. Provide alternative writing assignments.	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily

If you do other kinds of adaptations for struggling writers, write each below and circle how often you do them (using the same scale as above).

1._____	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
2._____	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
3._____	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily
4._____	Never	Once or Twice a Year	Once Every Two Months	Monthly	Weekly	Several Times a Week	Daily

Appendix C

Informed Consent on electronic version of Kansas survey.

Informed Consent Document

Melissa M. Pelkey

Kansas Writing Study; JRP – Rm. 318

The University of Kansas

Lawrence, KS 66045

lpelkey@ku.edu

Valued Classroom Educator:

You are being asked to take part in a research study. This study is called "A Kansas study: Teaching writing to middle school students." The study is being conducted by Melissa M. Pelkey, Ph.D. Candidate in Curriculum and Instruction / Literacy at The University of Kansas, under the guidance of Dr. Arlene Barry, Associate Professor of Curriculum and Instruction / Literacy at The University of Kansas.

Your participation has been approved by your school district, and I secured your contact information from the central office or from your building principal.

What is the purpose of this study?

The purpose of this research study is to compare writing pedagogy in the disciplines in grades 6-8 in Kansas to a national survey and to examine the self-efficacy of writing in disciplinary teachers. The study will inform decision makers regarding professional development.

Why is this study important?

The results from this survey may be able to provide Kansas teacher educators, policy makers, and middle school teachers with the ability to see a complete picture of what is happening with writing practices across the state. As noted by experts in the field of writing, this information is missing with regard to middle and secondary students.

This study has the potential to offer teacher educators and school districts a more complete picture and possibly a prescription of pre-service and in-service needs regarding middle school writing in ELA, Science, Social Studies, Mathematics, and electives.

Why have I been asked to take part in this study?

In order to gain a complete picture of writing pedagogy in Kansas and inform pre-service instruction and in-service professional development, teachers from all contents required to teach writing need to participate.

How many people besides me will be in the study?

This study is expected to collect results from at least over 5,000 participants.

What will I be asked to do in this study?

You will be asked to respond to a series of questions asking about your personal beliefs in writing pedagogy and writing self-efficacy.

How much time will I spend being in this study?

You will spend approximately 20 minutes completing the survey.

Will I be paid for being in this study?

You will not be paid for this study. Your school district will receive grade-level and discipline specific reports. At no time will your name or the name of your school be included in the report. However, in districts where there is only one middle school / junior high / intermediate school, district administrators will know the school of employment. If only one person responds from any given content area within a district, that information will not be made available to the district office.

Will being in this study cost me anything?

There is no monetary cost to you for completing the survey.

What are the benefits of being in this study?

The responses you provide may be used to develop grade-level, discipline specific writing support.

What are the risks to me if I am in this study?

No risks, danger, or harm exists for participating in this study. You may choose to leave the study at any time. Neither your name nor the name of your school will ever be provided to the school district. However, in districts where there is only one middle school / junior high / intermediate school, district administrators will know the school of employment. If only one person responds from any given content area within a district, that information will not be made available to the district office.

It is possible, however, with Internet communications, that through intent or accident someone other than the intended recipient may see your response.

How will my confidentiality be protected? What will happen to the information the study keeps on me?

Protection includes the use of ID numbers on all study documents, limiting access to the principal investigator only, and destruction of raw data after it has been transcribed or entered in a database. Your name will never be attached to your ID or results. Neither your name nor the name of your school will ever be provided to your school district. The study will never present or publish results that include school district names, school names, or the names of study participants.

What are the alternatives to being in this study? Do I have other choices?

The alternative/other choice is not to participate in this study.

What are my rights as a participant?

Taking part in the study is completely voluntary. You may choose not to take part. If you start the study, you can stop at any time and no responses will be recorded.

The University of Kansas Institutional Review Board (IRB) is the committee that protects the rights of people in research studies.

Who do I call if I have questions or problems?

If you have any questions or concerns about providing permission for the teachers to participate or the district/teacher requirements, please contact me via email at or lpelkey@ku.edu, or via phone at (913) 991-2201. The Institutional Review Board (IRB) at The University of Kansas has approved this study. If you have any concerns as to your rights, the rights of your school district, or the rights of the teachers, you may contact The Research Compliance Officer of The University of Kansas, Suzanne Henderson, at 785-864-1035 or the Human Research Protection Program at 785-864-7429 Ext. 1 or at irb@ku.edu.

What do I do next?

If you choose to participate in the Kansas Writing Study, complete the online survey instrument by clicking the next arrow indicating your decision to participate. You may also click the link or copy and paste the

link in the address bar of your Internet browser. You will be directed to the survey instrument. Please follow the on-screen instructions to complete the survey.

At no time will you be asked to provide your name or the name of your school.

If you would rather complete the survey in paper format, please contact the principal investigator, Melissa M. Pelkey, using the contact information above. Please provide the email address where you prefer the documents to be sent for printing.

KU Lawrence IRB #STUDY00140398

Completion of the Survey Implies Consent to Take Part in This Research Study

Appendix D

Introductory Information to District Curriculum Directors and/or Superintendents and Teachers

Introductory Information to District Curriculum Director and/or Superintendent

Melissa M. Pelkey

Kansas Writing Study

The University of Kansas

Box ?

Lawrence, KS ?

lpelkey@ku.edu

April 17, 2017

[**Recipient Name**]

Superintendent

_____School District

[**Street Address**]

_____, KS _____

Dear [**Recipient Name**]:

I am a Ph.D. candidate at The University of Kansas completing my doctoral dissertation under the guidance of the Curriculum & Instruction Department in the School of Education and Dr. Arlene Barry. I am conducting a state research study (the Kansas Writing Study) to explore teachers' writing practices with their students. This study will also look at self-efficacy as it relates to teaching writing in the disciplines.

May I have email addresses for, and your permission to contact, the sixth through eighth grade classroom teachers in your district? I will take sole responsibility for all communication with these teachers. I do request that you notify administrators and teachers that participation in the Kansas Writing Study is allowed. Participation of the teachers will require them to complete an online survey as a part of the study.

The survey is expected to take no more than 20 minutes to complete using any computer or mobile device with Internet access.

The participation of the _____School District and the classroom teachers is completely voluntary. In return for participation, the school district will receive grade level and discipline specific reports outlining teacher-specific writing pedagogy in grades 6-8 for your respective district. This report will allow your curriculum development team to make evidence-based, teacher-specified, professional development plans for your district with regards to writing pedagogy needs across all disciplines. In addition, you will be able to compare your district to state data and national data.

The national data on middle school writing can be examined through the following study: Graham, S., Capizzi, A., Harris, K.R., Hebert, M., & Morphy, P. (2014). Teaching writing to middle school students: a national study. *Read Write* 27: 1015. doi:10.1007/s11145-013-9495-7

Your school district reports will be made available to your office; however, published or presented results of this study will not include the names of teachers, schools, or school districts.

If you approve permission for the sixth through eighth grade teachers to participate in the Kansas Writing Study please complete one of the following notification methods:

> Reply directly to this email message with a message stating approval for teachers to participate and your full name for record purposes (this will serve as your electronic signature);
>
> Mail a letter of approval for teachers to participate with your signature to Melissa M. Pelkey, The University of Kansas, Kansas Writing Study, Box ?, Lawrence, KS, (ZIP).

If you have any questions or concerns about providing permission for the teachers to participate or the district/teacher requirements, please contact me via email at lpelkey@ku.edu, or via phone at (913) 991-2201. The Institutional Review Board (IRB)

at The University of Kansas has approved this study. If you have any concerns as to your rights, the rights of the _____School District, or the rights of the teachers, you may contact The Research Compliance Officer of The University of Kansas, Suzanne Henderson, at 785-864-1035 or the Human Research Protection Program at 785-864-7429 Ext. 1 or at irb@ku.edu.

Sincerely,

Melissa M. Pelkey

Ph.D. Candidate, Curriculum and Instruction / Literacy

Introductory Information to Teachers

Melissa M. Pelkey

The University of Kansas

Kansas Writing Study

Box ?

Lawrence, KS ?

lpelkey@ku.edu

Dear Classroom Teacher,

The _____School District has agreed to allow its valued classroom educators to participate in a study conducted to analyze the writing pedagogy of 6-8 grade teachers in the state of Kansas. In addition this study will seek to look at how disciplinary teachers feel about their ability to teach writing in their content.

If you agree to participate, the school district will receive a district wide report divided by grade-level and discipline. These reports could be used to make teacher-driven, professional development decisions with regard to writing pedagogy. At no time will names of participants or non-participants be shared with your district or any other entity. At no time will your individual responses be shared with your district.

Your decision to participate and your responses will be confidential. As the principal investigator with no employees, I will be the sole individual with access to your responses. At no time will your name or the name of your school be connected to your decision or responses.

As a former classroom teacher, I know how valuable your time is. Please take a moment to consider participation in this study.

Your participation is Confidential.

Your participation is Valued.

Your participation is voluntary.

Your participation is vital to the quality of this study.

Your participation would require no more than 20 minutes of your time.

If you wish to participate, please read the attached Informed Consent Document and follow the participation instructions.

Please contact me at lpelkey@ku.edu for more information with any questions or concerns.

Sincerely,

Melissa M. Pelkey, Ph.D. Candidate

Principal Investigator

Kansas Writing Study

The University of Kansas

Informed Consent Document

Melissa M. Pelkey

Kansas Writing Study

The University of Kansas

Box ?

Lawrence, KS ?

lpelkey@ku.edu

Valued Classroom Educator:

You are being asked to take part in a research study. This study is called "A Kansas study: Teaching writing to middle school students." The study is being conducted by Melissa M. Pelkey, Ph.D. Candidate in Curriculum and Instruction / Literacy at The University of Kansas, under the guidance of Dr. Arlene Barry, Associate Professor of Curriculum and Instruction / Literacy at The University of Kansas.

Your participation has been approved by your school district, and I secured your contact information from the central office.

What is the purpose of this study?

The purpose of this research study is to compare writing pedagogy in the disciplines in grades 6-8 in Kansas to a national survey and to examine the self-efficacy of writing in disciplinary teachers. The study will inform decision makers regarding professional development.

Why is this study important?

The results from this survey may be able to provide Kansas teacher educators, policy makers, and middle school teachers with the ability to see a complete picture of what is happening with writing practices across the state. As noted by experts in the field of writing, this information is missing with regard to middle and secondary students.

This study has the potential to offer teacher educators and school districts a more complete picture and possibly a prescription of pre-service and in-service needs regarding middle school writing in ELA, Science, Social Studies, Mathematics, and electives.
9495-7

Why have I been asked to take part in this study?

In order to gain a complete picture of writing pedagogy in Kansas and inform pre-service instruction and in-service professional development, teachers from all contents required to teach writing need to participate.

How many people besides me will be in the study?

This study is expected to collect results from at least X participants.

What will I be asked to do in this study?

You will be asked to respond to a series of questions asking about your personal beliefs in writing pedagogy and writing self-efficacy.

How much time will I spend being in this study?

You will spend approximately 20 minutes completing the survey.

Will I paid for being in this study?

You will not be paid for this study. Your school district will receive grade-level and discipline specific reports. At no time will your name or the name of your school be included in the report. However, in districts where there is only one middle school / junior high / intermediate school, district administrators will know the school of employment. If only one person responds from any given content area within a district, that information will not be made available to the district office.

Will being in this study cost me anything?

There is no monetary cost to you for completing the survey.

What are the benefits of being in this study?

The responses you provide may be used to develop grade-level, discipline specific writing support.

What are the risks to me if I am in this study?

No risks, danger, or harm exists for participating in this study. You may choose to leave the study at any time. Neither your name nor the name of your school will ever be provided to the school district. However, in districts where there is only one middle school / junior high / intermediate school, district administrators will know the school of employment. If only one person responds from any given content area within a district, that information will not be made available to the district office.

It is possible, however, with Internet communications, that through intent or accident someone other than the intended recipient may see your response.

How will my confidentiality be protected? What will happen to the information the study keeps on me?

Protection includes the use of ID numbers on all study documents, limiting access to the principal investigator only, and destruction of raw data after it has been transcribed or entered in a database. Your name will never be attached to your ID or results. Neither your name nor the name of your school will ever be provided to your school district. The study will never present or publish results that include school district names, school names, or the names of study participants.

What are the alternatives to being in this study? Do I have other choices?

The alternative/other choice is not to participate in this study.

What are my rights as a participant?

Taking part in the study is completely voluntary. You may choose not to take part. If you start the study, you can stop at any time and no responses will be recorded.

The University of Kansas Institutional Review Board (IRB) is the committee that protects the rights of people in research studies.

Who do I call if I have questions or problems?

If you have any questions or concerns about providing permission for the teachers to participate or the district/teacher requirements, please contact me via email at or lpelkey@ku.edu, or via phone at (913) 991-2201. The Institutional Review Board (IRB) at The University of Kansas has approved this study. If you have any concerns as to your rights, the rights of the _____School District, or the rights of the teachers, you may contact The Research Compliance Officer of The University of Kansas, Suzanne Henderson, at 785-864-1035 or the Human Research Protection Program at 785-864-7429 Ext. 1 or at irb@ku.edu.

What do I do next?

If you choose to participate in the Kansas Writing Study, complete the online survey instrument using the Internet link below. Click the link or copy and paste the link in the address bar of your Internet browser. You will be directed to the survey instrument. Please follow the on-screen instructions to complete the survey.

At no time will you be asked to provide your name or the name of your school.

If you would rather complete the survey in paper format, please contact the principal investigator, Melissa M. Pelkey, using the contact information above. Please provide the email address where you prefer the documents to be sent for printing.

Completion of the Survey Implies Consent to Take Part in This Research Study

Link to the Online Kansas Writing Study:

(link here)

Reminder Email to Teachers

Melissa M. Pelkey

Kansas Writing Study

The University of Kansas

Box ?

Lawrence, KS ?

lpelkey@ku.edu

Reminder request for participation in the Kansas Writing Study

Dear Classroom Teacher,

A few weeks ago, I contacted you to request your participation in the Kansas Writing Study.

This reminder is being sent to all of the valued middle school educators of Kansas to invite those who would like to participate to do so by March 30, 2017. If you have completed the survey or have chosen not to participate, please allow me to thank you for your time.

The _____School District has agreed to allow its classroom educators to participate in the Kansas Writing Study. This study seeks to examine how educators feel about their ability to teach writing and examine the current writing pedagogy currently being used in the classroom.

If you wish to participate, but have not had a chance to do so at this point, please read the attached Informed Consent Document and follow the participant instructions by June 1, 2017. The link to the survey is located on the last page of the Informed Consent Documents.

Please contact me at lpelkey@ku.edu with any questions or concerns.

Sincerely,

Melissa M. Pelkey, Ph.D. Candidate

Principal Investigator

Kansas Writing Study

The University of Kansas

Appendix E

IRB Protocol Approval

KU THE UNIVERSITY OF KANSAS
Research

APPROVAL OF PROTOCOL

January 4, 2017

Melissa Pelkey
lpelkey@ku.edu

Dear Mrs. Melissa Pelkey:

On 1/4/2017, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	A Kansas writing study: Teaching writing to middle school students
Investigator:	Melissa Pelkey
IRB ID:	STUDY00140398
Funding:	None
Grant ID:	None
Documents Reviewed:	• Pelkey - consent, • Melissa Pelkey, • Melissa Pelkey

The IRB approved the study on 1/4/2017.

1. Notify HSCL about any new investigators not named in original application. Note that new investigators must take the online tutorial at https://rgs.drupal.ku.edu/human_subjects_compliance_training.
2. Any injury to a subject because of the research procedure must be reported immediately.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity.

Continuing review is not required for this project, however you are required to report any significant changes to the protocol prior to altering the project.

Please note university data security and handling requirements for your project:
https://documents.ku.edu/policies/IT/DataClassificationandHandlingProceduresGuide.htm

You must use the final, watermarked version of the consent form, available under the "Documents" tab in eCompliance.

Sincerely,

Stephanie Dyson Elms, MPA
IRB Administrator, KU Lawrence Campus

Human Research Protection Program
Youngberg Hall | 2385 Irving Hill Rd | Lawrence, KS 66045 | (785) 864-7429 | research.ku.edu/hrpp

Footnotes

[1] ACT originally stood for American College Testing, but in 1996, it was shortened to "ACT" to reflect the numerous programs the organization offers.

[2] Dr. Glendyn (Glennie) Buckley is a retired Kansas district administrator for language arts, reading, ESL, and Title I.

[3] Dr. Vicki Peyton is an Assistant Professor in the Department of Psychology and Research at the University of Kansas.

[4] Dr. Bruce Frey is an Associate Professor in the Department of Psychology and Research at the University of Kansas. He is also a member of my dissertation committee